



DOCTOR OF EDUCATION (EDD)

Social and academic adjustment during the transition process from primary to secondary school

What are the perceptions of teachers, students and parents about the challenges students face in the transition from primary to secondary education in a British-international school in São Paulo, Brazil, and what strategies could be put in place to help them cope with such challenges?

Newton, Christopher

Award date:
2019

Awarding institution:
University of Bath

[Link to publication](#)

Alternative formats

If you require this document in an alternative format, please contact:
openaccess@bath.ac.uk

Copyright of this thesis rests with the author. Access is subject to the above licence, if given. If no licence is specified above, original content in this thesis is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC-ND 4.0) Licence (<https://creativecommons.org/licenses/by-nc-nd/4.0/>). Any third-party copyright material present remains the property of its respective owner(s) and is licensed under its existing terms.

Take down policy

If you consider content within Bath's Research Portal to be in breach of UK law, please contact: openaccess@bath.ac.uk with the details. Your claim will be investigated and, where appropriate, the item will be removed from public view as soon as possible.

**Department of Education
University of Bath**

**Degree of Doctor of Education
(EdD)**

**Christopher James Newton
(April 2019)**

**Social and academic adjustment during the
transition process from primary to secondary
school.**

COPYRIGHT

Attention is drawn to the fact that copyright of this thesis/portfolio rests with the author and copyright of any previously published materials included may rest with third parties. A copy of this thesis/portfolio has been supplied on condition that anyone who consults it understands that they must not copy it or use material from it except as licenced, permitted by law or with the consent of the author or other copyright owners, as applicable.

Table of Contents

Chapter One: Setting the Scene.....	6
Chapter Two: Literature Review: Transition.....	12
Chapter Three: Literature Review: Transition and International Education ...	37
Chapter Four: Methodology.....	45
Chapter Five: Data Collection and Analysis	74
Chapter Six: Conclusion	144
Bibliography	154
Appendices.....	176

List of Figures

01.	A Life Course Approach to Tackling Inequalities in Health.....	13
02.	Maslow's Hierarchy of Needs.....	22
03.	Bronfenbrenner's Chronosystem Model.....	23
04.	National Strategies' Waves of Intervention Model	28
05.	Two-dimensional Model of Acculturation.....	43
06.	Relationship between research paradigms.....	45
07.	Audit Trail.....	55
08.	Strategies to Determine Rigour	69
09.	Since When Prep 5 / Form 1 Started Thinking about Transition.....	78
10.	Were Students Present on Transition Days?	79
11.	Prep 5/ Form 1 Responses on Whether Teachers Visited Prep Classes	79
12.	Form 1 and 2 Responses on Whether They Felt Prepared for the Senior School	80
13.	Form 1 and 2 Responses on How Well They are Settling into Senior School.....	81
14.	Form 1 and 2 Responses on How Much Senior Teachers and Pupils Have Helped Them in Settling in	82
15.	Form 1 and 2 Responses on How Easy / Difficult it was to adapt to Routines	83
16.	Feelings about the Move to Senior School.....	84
17.	Responses on how much Students were looking forward to Senior School	86
18.	Prep 5s Feelings on Moving to the Senior School.....	87
19.	Responses on what Prep 5 Teachers had discussed regarding Senior School	89
20.	Had Senior School Teachers Visited Prep Classes?	90
21.	If Senior Teachers Had Visited Prep classes, What Did They Do?	91
22.	Form 1 Responses About the 'Taster' Day	92
23.	Did Form 1 and Form 2 Students Feel Prepared to Move to the Senior School ..	94
24.	Responses about Social Interactions During the 'Taster' Day.....	96
25.	Form 1 Responses on Whether They Felt Welcomed during the 'Taster' Day	97
26.	Form 1 and 2 Responses on how much Senior Teachers and Older Students had helped them in settling in.....	98
27.	Form 1 and 2 Responses on how safe they feel in certain areas of the Senior School.....	100
28.	Feelings about older Senior Students.....	102
29.	Form 1 and 2 Feelings on Safety in the Classroom	103
30.	Feelings on how strict the Senior Teachers are	104
31.	Teacher Responses on the Readiness of Transition Students.....	111

Acknowledgements

Over the course of the past three years spent working on this thesis, a number of key individuals, without whose support this project would have never borne fruit, merit special consideration.

To the St. Paul's School community, including numerous students, teachers and parents, who partook in the study, I am grateful for your support to carry out this research.

To Janet Goodall, my supervisor, for her efficiency, continued words of encouragement and patience as I bombarded her with e-mails between the UK and Brazil, my deepest gratitude and praise.

To Barry Hallinan, my close colleague, mentor and friend, for all his time, patience and good will in assisting throughout the doctorate course and constantly steering me in the right direction.

To my parents, for all their support throughout my educational journey. I could not have done it without you.

Finally, to Juliane, my wife, and my two children Gabriel and Sophia, my heartfelt thanks for all your words of encouragement and stalwart support at home or when I researched abroad. Valeu!

I hope to have been worthy of all of you.

Abstract

The transition from primary to secondary school not only presents challenges, but opportunities for students. Important factors to consider during this process are the academic and social changes that occur within this particular phase in a child's life. Hence, this thesis will investigate social and academic adjustments during this transition and outline effective practices that enhance transition programmes.

A three-year empirical research was carried out at St. Paul's School, São Paulo Brazil, a K-12 overseas UK school that has been accredited by the British government. Through a mixed methods research, which included web-based questionnaires and interviews with students, teachers and parents, the strengths and weaknesses in the transition experience were revealed. These findings will be analysed against the theories of philosophers and educators, as well as recent social science research in this field.

The thesis is structured in the following way: the literature review contains a section on transition from primary to secondary schools and a section on transition in the context of international schools. Methodological considerations, data collection and analysis ensue, leading to an evaluation section, followed by suggested strategies that could be put in place to help students cope with the challenges of transition.

This research unravels key elements of transition such as the duration of the transition process, the influence of the environment on students' experiences, the impact of social exchanges on student adjustment, as well as academic achievement and future recommendations.

As a result, suggestions will be offered on schemes, structures, and strategies to welcome and support transitioning students within the context of St. Paul's School and other similar educational establishments. Above all, this study will highlight that transition should be perceived as a concept which encompasses both event and process, as such discourse sheds light to its importance in education.

Social and academic adjustment during the transition process from primary to secondary school.

Chapter One: Setting the Scene

1.0 Introduction

According to Galton, Gray and Rudduck (2013) the terms ‘transfer’ and ‘transition’ are both used to indicate moving from one educational system into another, and can also refer to a move within the same school but between different key stages. However, Hodgkin (2014) would differentiate both terms, stating that transition in an educational context means progressing to the next year group, whereas, transfer involves a move to a new school. The present piece of research will focus on ‘transition’ from primary to secondary school (moving from Year 7 to Year 8 – age 11-12) in a singular international school context. This particular issue marks an important stage in an adolescent’s life and has consequently been the focus of much research (Knight, 2013; Anderman, 2013; Benner, 2011; Gluckman, 2011; Evangelou et al. 2008; Galton, Morrison and Pell, 2000) and several themes shared over transition from primary to secondary school will be highlighted later in this study. Much research has been carried out on the national context within the UK, yet it is felt that there are many similar areas of concern that appertain to the international context of this research. These concerns will be revealed later on in the thesis.

The transition period can be perceived as a liminal space. The word liminal stems from the Latin word “limen”, which means threshold – any point or place of entering or beginning. A liminal space is the time between the ‘what was’ and the ‘next’. It is a place of transition, waiting, and not knowing. Rohr (2002) best defines the liminal space that is experienced when a person goes through a meaningful transition that involves being in between his/her comfort zone and the unknown. In this space, one must deal assertively with moments of anxiety and ambiguity as opposed to trying to

escape from the situation. From the standpoint of transition from primary to secondary school, the liminal space is perceived as a transformation approached intentionally and that should be tackled in a positive and confident manner for the benefit of the child's future.

A transition period has its own intrinsic set of challenges. The Department of Education (2015) affirms that such an adaption can generate among transition students mixed feelings of anxiety and expectations about the new social roles that surface in the school transition experience. It is widely believed that this moment of change can have a negative impact in transition students, affecting their emotional and psychological adjustment, and possibly causing lower attendance rates, poorer learning, low self-esteem, lower grades and behavioural issues (Rice, Frederickson, and Seymour, 2011; Anderson et al. 2000; Galton, Morrison, and Pell, 2000). Yet, the Ministry of Education (2010) states that this moment of change can be also a time to excel academically, socially and emotionally as long as there are effective strategies put in place to support students.

This thesis will throw light on the importance of creating successful and suitable procedures for the transfer of students from primary to secondary schools as a means to secure continuity and progression in their education. The literature review will discuss the extent to which this area is being recognised by researchers and practitioners as a critical component towards the quality of education provided by schools. Well-thought-out strategies that help bridge the gap between primary and secondary school provide a secure learning environment for young students starting out on this new phase of their education. To fully ensure that transitions are not only improved but made successful, four key areas will be addressed: social adjustment, institutional adjustment, curriculum interest and further progression. As the literature review will show, these areas are considered crucial factors for the following reasons: students have to negotiate new friendships and build up their self-esteem; they need to settle down into their new routines, and aim to prepare for the level and style of work demanded in secondary education; they need to be challenged and to be given opportunities to build on progress from primary level. A piece of empirical

research which collects and collates the perceptions of students, teachers and parents involved in the dynamics of transition within a specific context was needed to supply key data for not only exploring this area, but carrying the analysis to a deeper level. This research layout and context will be addressed in the next two sections.

1.1 Research Lay-Out

It is within such a setting that I propose to review the current status of the transition process at St. Paul's School, São Paulo, Brazil. It is a K-12 international school where the infant (3-6 years), primary (7-11 years) and secondary (12-18 years) schools are all on the same campus, and thus give the illusion of a seamless flow-through. Transition between schools in this specific context might not be perceived as important as where primary and secondary schools are physically separated. This would be the situation in many of the schools in the United Kingdom where much research has been carried out on transition. However, my experiences as a Form 1 (Year 7) Head of Year for the past 6 years at this establishment have led me to postulate that teachers must always be on the alert for the challenges of transition and ways of tackling them.

The research will proceed as follows: Chapter 2 contains a substantive literature review of the key aspects of transition, focusing on the claims of published academics on the subject. The third chapter undertakes a critical analysis of international schools similar to St. Paul's School and the process of transition within such a specific international setting. Chapters 2 and 3 provide the scaffold for the empirical research to follow.

Chapter 4 covers the methodology used and discusses the most appropriate 'tailor-cut' measures and ethical considerations implemented towards the research. Within this chapter, a mixed methods approach is justified and includes the need for web-based questionnaires (WBQ) and interviews. A WBQ was developed to elicit responses and open-ended interviews allowed for investigation of additional

information. Chapter 5 analyses the data collection and findings. Chapter 6 is the concluding section, giving a personal evaluation of emerging matters as well as suggesting further avenues to be explored in the light of these findings.

Through the selected literature, data collection and overall analysis of the topic, the overall study will contribute to the general debate surrounding transition between primary and secondary school, and more specifically transition within international schools. It is important to be mindful that the first-hand experience and insights of students, parents and teachers engaged in this research, should be seen against a series of elements (*vide infra*) not least of all the self-imposed limitations of the project.

1.2 The Context - St. Paul's School São Paulo, Brazil

Firstly, it is necessary to relate my personal involvement within this context as it influenced the direction followed whilst carrying out this research. This presented strengths and limitations to this study. Having worked at St. Paul's British School in São Paulo, Brazil (www.stpauls.br) for 24 years, (7 years as a primary school teacher, and for the remaining 17 years as a Senior music teacher), I have experienced being a Prep 5, Form 1, 2 and 3 tutor (Key Stages 2 and 3), which are the focus groups for this research. For the past ten years, I have been coordinating (directly or indirectly) the transition between primary and secondary school as a Head of Year. Throughout these years, I have had the opportunity to widen my perceptions and understanding of the culture of this particular establishment and of transition itself.

ISams (2017), one of the internal database systems used by St. Paul's School, provides the following information: the school has a population of 1,073 students, from age 3-18, and 171 teaching staff; there are at present 32 staff who are either contracted from Britain or from the Commonwealth and the overseas hire staff retention rates are favourable. At St. Paul's, Key Stages 1, 2 and 3 are implemented

in the earlier stages, and then followed by the IGCSEs (International General Certificate of Secondary Education) and the IB (International Baccalaureate Diploma). Roughly, 70% of graduates undertake tertiary education abroad (predominantly UK, USA, Canada) whilst the remaining 30% remain in Brazil to complete their studies.

According to the school's website, the school has "earned the reputation of being one of the foremost academic establishments of its type, capable of holding its own with the best in Brazil, Latin America and the UK" (St. Paul's School Website, 2017). This traditional school has also recently celebrated its 90th anniversary in 2016. It is a member of COBIS (Council of British International Schools) (COBIS, 2015), HMC (Headmasters and Headmistress Conference, a UK based organisation) (HMC website, 2017) and sister organisation LAHC (Latin American Heads Conference) (LAHC website, 2017). It offers a bilingual, Portuguese-English, curriculum to cater for the needs of the local Brazilian nationals, as well as those of the expatriate community (Regimento Escolar, 2017). Proportionally, there are only about 10% British children who attend the school and about 15% from other nationalities outside of Brazil. A vast majority of 75% are Brazilian children (St. Paul's School Website, 2017), although 30% have dual nationality; parents believe that the system of British education offers their children the opportunity to master the English language and to study an accredited curriculum that is greatly valued as a highway towards further education. As a result, there is a large mix of children, some of whom speak fluent English and whose parents speak English at home, and others who speak English as a second language. In some cases, parents have little or no knowledge of English.

1.3 The importance of transition within an international school context

Primary to secondary school transition is widely acknowledged in much research implemented in the UK context. However, a gap does exist of the understanding of this phenomenon within the international context (Nolan, 2012). This is felt, without

question, within the context of this research set in São Paulo, Brazil. Furthermore, St. Paul's School, similar to many of the international schools in Brazil, is an all-through (3-18 year), unlike many of the schools in the UK.

Within the confines of this research, quantitative and qualitative methods aim to address the scarcity of established research in this particular context by exploring students' and teachers' experiences of the transition from primary to secondary school. It is believed that there are similar patterns of anxiety brought about through this change. Listening to the accounts of students' transition provides an insight into what works and what does not work for young people. This insight is deemed valuable as it feeds into and meaningfully shapes further exploration and formulation of a framework for good practice. Besides being beneficial to this particular context, there are many similar schools to St. Paul's School in South America (LAHC 2017) and this framework will be essential in providing them with a map that will guide them in their endeavours to support all young people who make the transition from primary to secondary school.

1.4 Final Remarks

This initial chapter has sought to work with some basic ideas where transition is concerned within the context of the research.

Insights of a personal nature were offered in order to better situate my position within the context, allowing for personal bias to be identified early on. Limitations of the project were therefore initially alluded to.

In an attempt to synthesize an understanding of transition and trace the most recent developments as reported by critics, current educational literature is offered, reviewing the nature of transition and aspects of this within an international school setting. Such will be my focus in the next two Chapters

Chapter Two: Literature Review: Transition

Adolescent traits are characterised by a determination to be independent as well as a thirst for social relationships that may strengthen the individual through periods of transition (Lloyd, 2005).

2.0 Introduction – Transition as an event and process

The transition period from primary to secondary school not only involves young students needing to adjust to a new setting, but also the inevitability of adapting to unfamiliar ways of working, of trying to make sense of new rules and routines, as well as having to interact with a new set of adults and peers (Sanders et al. 2005). One of the largest factors to consider is the social changes occurring during this particular phase.

It might be perceived by some people that any transition point, including the primary-secondary transition, is regarded as a short-term event. However researchers who have investigated transition points (Neal et al. 2016, Hughes et al. 2008; Dockett and Perry, 2001) argue that transition should be understood as a process, not an event, wherein students are expected to build upon their adjustments over a larger period of time. The new student's ability to tackle the many challenges of transition will undoubtedly set a pivotal role in the manner the student progresses and develops. Many transition researchers claim that young students who experience difficulties at school during this process are likely to face a greater risk of failure or poor outcomes over a long term unless such problems are recognised and addressed early on (Anderson et al. 2000; Evangelou et al. 2008; Ecclestone, Biesta and Hughes, 2010; Gluckman, 2011; Lester, 2012; Anderman, 2013; O'Brien and Bowles, 2013).

This chapter will investigate the effects of transition on young adolescents, looking into key areas: adaptation and social health, the affect of social media, parental

intervention, the role of the school and community and programmes that can be put in place to support transition.

2.1 Adaptation and Social Health

The World Health Organisation (2014b) defines social health in terms of social adjustment and social support at various stages of life, referring to interactions in relation to wellbeing as shown in Figure 1 (A life course approach to tackling inequalities in health).

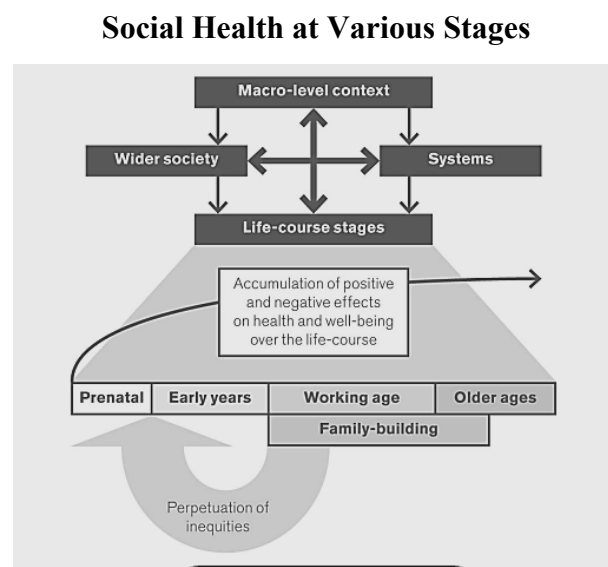


Figure 1 - *A life course approach to tackling inequalities in health, adapted from WHO European Review of Social Determinants of Health and the Health Divide (WHO, 2014)*

During the different stages of life, social health can indeed create an accumulation of positive and negative factors. Within the context of transition of this research, one must ponder how each individual is adapting to this change. One factor could be attributed to the social relationships the individual faces, which some researchers reveal could affect stress levels and decrease/augment the possibilities of disease (Cohen, 2004; Haslam et al. 2009; O'Brien and Bowles, 2013). It can be argued,

nonetheless, that individuals will deal with their social relationships in their own way. Valentine (2003) supports this idea, stating that a child's growth can be determined by competence and responsibility. Although one may assume that young people are not as competent, responsible or mature as adults (Brannen and O'Brien, 1995), it is possible that many young individuals can manage their own and others' lives in a mature fashion (Valentine, 2003).

Another factor towards social health is that adolescents need to feel a belonging to a group and this contributes to their health and wellbeing (Haslam et al. 2009). The feeling of isolation in adolescents is prone to a low self-esteem and incompetence, and this can lead to depression (O'Brien and Bowles, 2013). On the other hand, the quality and quantity of social interactions are also determinants here, as the benefits of social relationships can provide positive experiences (Umberson and Montez, 2011). Again, this can be counter argued from the standpoint of each individual, as Weick (1992) suggests, "every person has an inherent power that may be characterized as life force, transformational capacity, life energy, spirituality, regenerative potential, and healing power... [which] is a potent form of knowledge that can guide personal and social transformation" (p. 24).

Prominent factors which influence adolescent social health are families, schools and peers (American Psychological Association, 2002). Hall-Lande et al. (2007) sustain that the value placed on relationships with other adolescents within a school environment strengthens their psychological wellbeing which will facilitate adaptation and further progress. Prinstein, Brechwald and Cohen (2011) even go on to suggest that school transition is a key period when peer influence is at its greatest, and given that this is a sensitive time, peer feedback can determine an adolescent's pathway.

The transition stage between primary and secondary education lends itself more meaningfully to a time of social adaptation and, although there are risk factors to the social health and wellbeing of adolescents, individuals will have different levels of 'inherent power' on how they face this. In today's society, the omnipresent use of

social media plays a role in this adjustment. As children move into secondary school, their use of social media would appear to become even more prominent, as besides using the internet for games and creativity, older students may use this tool for social interactions and self image (Smyth, 2016). This important phenomenon merits a section to itself as it has created a new aspect to the process of transition.

2.2 Social Media

One can safely state that 21st Century society has been hit hard by digital technology, and social networks hinder or benefit social health and the wellbeing of adolescents. It is inevitable that the social media is a tool that can prompt emotions, regulate one's actions and create social influences (Harrington, 2012). The negative side to this is the vulnerability to peer pressure, as adolescents have a thirst to explore the novelties of social media, facing enormous risks. School behaviour policies are increasingly addressing disturbing issues such as cyberbullying, privacy of internet usage, 'sexting', sleep deprivation, depression and internet addiction. Research into the effects of social media acknowledges the serious health problems caused by this innovation (O'Keeffe and Clarke-Pearson, 2011; Pantic, 2014; Strasburger, Jordan, and Donnerstein, 2010).

A research project conducted by the Pew Research Center (2010) in the United States affirms that over 90% of American teenagers go online on a regular basis and over 70% of them use social network services (SNS). More time is spent by this age group using online media than any other age group, and these young adolescents connect with digital communication, which has now become a central resource used within their education and upbringing (Best, Manktelow and Taylor, 2014). It is important to add that this kind of upbringing is a novelty to all and that older people, in this context referring to some teachers and parents, will not necessarily understand the situation faced by young teenagers, who have a first-hand experience (Lips et al. 2017).

‘Internet use disorder’ is now becoming more and more prevalent in today’s young society, with symptoms of online overdependence (or addiction) (Kuss, Griffiths and Binder, 2013). New notions such as ‘Facebook depression’ have become a concern, not just in the area of psychology, but also in the medical field (O’Keeffe and Clarke-Pearson, 2011). In relation to the transition experience, factors such as these could be harmful as interactions become more impersonal, as they do not happen face-to-face.

Such exposure to the contents of the media are known to affect adolescent behaviour as it can influence the young generation in what they do and believe as they are going through phases of adaptation and imitation (Kim, 2016). For instance, the use of video games that apply virtual violence can create an aggressive state, especially when there is continual exposure (Buckley and Anderson, 2006). In this situation anybody exposed to this for a long period of time can generate short-term and long-term physiological arousal which can set off thoughts of aggression behaviour (Anderson and Bushman, 2002). Furthermore, researchers maintain that contents of violent and interactive media can expressively produce behaviours that are antisocial and aggressive (Anderson et al. 2003; Bushman and Anderson, 2009; Lin, 2013; Kim, 2016). Another outcome that is possible from exposure to media is low self-esteem caused by negative self-perception, also leading to an eating disorder or self-abuse (Roberts and Good, 2010). All factors above are relevant to transition, as such negative attitudes may trigger setbacks in social and mental health, which may affect groups of people who are trying to adapt to a new social environment.

Cyberbullying, considered to be a new and growing antisocial behaviour, is an increasing concern for schools (Notar, Padgett and Roden, 2013). The more time an adolescent spends online, the higher the likelihood the child is exposed to some form of bullying (Sticca, Alsaker and Perren, 2013). According to Juvonen and Gross (2008), heavy use of the internet will tend to increase the chances of students being repeatedly victimised by cyberbullying. Such affects from social media usage can lead to disturbing mental health problems such as poor psychological development

and distress disorder (Sampasa-Kanyinga and Lewis, 2015), especially if associated with other uncertainties such as those related to transition.

Given the considerable emerging concerns regarding digital communication technology and SNS at the age when transition from primary to secondary school occurs, many researchers suggest that practitioners in the area should address this matter with critical importance (Juvonen and Gross, 2008; Sticca, Alsaker and Perren, 2013; Notar, Padgett and Roden, 2013; Sampasa-Kanyinga and Lewis, 2015). Furthermore, they should try to fully develop their understanding of the complexity this presents on students' mental health and its outcomes. Given that students entering their first year in the secondary school are together with older students who would have developed a sense of ownership and belonging and have also more exposure to social media, the consequences of social adjustment through this transition warrants attention and possible intervention. Parallel to the school environment, parents should also be made fully aware of such challenges (Masten, 2001; Luthar, 2003; Hill et al. 2004; Kreider et al. 2007; Harris and Goodall, 2009). Therefore, the following section will explore how parental intervention plays a large role in this.

2.3 Parental Intervention

One cannot ignore the importance of the home environment at this stage. In the past twenty years, much research has taken place on the important role of parental involvement in middle school education (Hill et al. 2004), and setbacks attributed to the level of involvement linked to social capital (Harris and Goodall, 2009). Parental presence has an impact on adolescent emotional health and the quality of the relationship between adolescents and parents has a positive effect in decision-making, grade improvement and a warm and safe home/school environment (Kreider et al. 2007; Webster-Stratton and Bywater, 2015). However, parents' ability to intervene may depend on their socio-economic background (Siraj-Blatchford and Siraj-Blatchford, 2009; Harris and Goodall, 2009). In the case of families with a low

socio-economic background, factors that may hinder them from supporting their children are their stressful life style as well as a poor experience through their own past education. With the school support, provision can be offered to such parents in order to aid their children through the transition stage; this is a meaningful resource to overcoming such a disadvantage (Masten, 2001; Luthar, 2003; Harris and Goodall, 2009).

From a different standpoint, a number of researchers state that as students develop into young adults, there is a tendency to swing towards a reliance on peers rather than on their parents, as their autonomy is sought (Pomerantz, 2007; Steinberg, 2008; Humphrey-Taylor, 2015; Checa and Abundis-Gutierrez, 2017). With this assumption, if the influence of parents and the home environment indeed diminishes at this stage, adolescents are faced with increased opportunities to act alongside others within the community. However, many researchers counter argue this, stating that the more parents, schools and the community work together to aid the child through education, the better the child will adapt to changes, succeed at school, enjoy their learning and undergo a longer learning experience (Harris and Goodall, 2007; Webster-Stratton and Bywater, 2015; Goodall, 2017; OECD, 2018). More success is met when parents show full engagement in their child's learning on a continuum level, rather than showing sporadic involvement in short term situations (OECD, 2012b; Goodall and Montgomery, 2013). To take this a further step, one could relate the importance of parental engagement with social capital theory, wherein the extent to which all adults (family and community) influence adolescence with trust and shared values will impact positively on their future (Sherrod, Flanagan and Kassimir, 2006). Acar (2011) suggests that social capital in the family and community plays a large role in a child's education and putting in place policies and guidelines regarding a parent's role will encourage better educational involvement and continuity.

A number of researchers state that parents who are present, warm, and responsive towards their teenage children are contributors towards their child's school success (Moore et al. 2004; Hill et al. 2004; Topor et al. 2010; Hoskins, 2014). Such

impressions would therefore imply that teenagers who have supportive parents demonstrate more promising outcomes in terms of developing independence, securing their identity, achieving better grades in school, thinking ahead about their future careers and aspirations, and avoiding negative feelings of depression and delinquency (Hill et al. 2004). To add to this, there are indications from researchers that young adolescents also develop better physical health when they share a trusting relationship with their parents (Topor et al. 2010). This would mean that they have a smoother time throughout periods such as the transition between primary and secondary school. However, there are gaps in the affirmations above and such notions become problematized territory. Many researchers have restricted their findings to Caucasian middle class families in the West and much work still needs to be carried out on different ethnic samples to widen the applicability of the findings available (Hoskins, 2014).

Another factor to consider is how parents deal with emotional responsiveness, for example the manner they apply discipline and management whilst raising their children. According to Collins et al. (2000) there is an association between diverse styles of parenting and the development of teenagers. Winsler, Madigan and Aquilino (2005) suggest that the authoritative style (responsive, warm and firm, but democratic) leads to better educational outcomes than the authoritarian style (strictness and unilateral parental decision making). To counteract this, a number of researchers claim that different parenting styles tend to vary according to different cultures (Hoskins, 2014; Bornstein, 2012; Chang, 2007). Such variations can amount to a range of factors, which include cultural traditions and societal norms, as well as contextual variables. For instance, strictness and unilateral parental decision-making might be necessary for families living within a high-crime neighbourhood and for cases of racial discrimination (Smetana, 2011; Nyarko, 2011; Safdar and Zahrah, 2016).

Beyond academic achievement, a healthy parent–child relationship can also encourage involvement in extra-curricular activities in or out of school, which are beneficial to youths from an academic, social, and emotional stance (Katamei and

Omwono, 2015). When a child feels that parents are enthusiastically engaged with such activities offered after school (team sports, orchestra, drama club, community service, etc.) and encourage the child to take part, it is more probable that the child signs up for and remains involved in the activity. On the other hand, when the parent is disengaged with the choices of extra-curricular activities, or does not accompany the development of the child in these activities, there is a larger likelihood that the child will not commit to it (Campbell, 2011). As previously addressed, the socio-economic factor needs to be considered here. Parents who are at a disadvantage (i.e. working class) may not have had access to resources such as extra-curricular activities, therefore may show inhibitions towards helping their children aspire to this (Khattab, 2015). This would suggest that within wealthier families, the importance of social capital and the parent/child relationship are important factors towards enhancing the achievement level of young adolescents (Marjoribanks, 2002).

In relation to transition from primary to secondary school, Rice et al. (2015) state that common traits of parental involvement during transition include the need to aid with homework and organisation of books and equipment. However, other researchers affirm that this aspect of parental involvement might, in certain cases, hinder their children's development as parents take full control of what their child should be learning instead of giving their child the autonomy and initiative to learn (Pomerantz, 2007; Humphrey-Taylor, 2015). On a social level, parents, like children, tend to express worries about bullying, homework and friends. However, unlike children, parents show a greater concern about their children making new friends, whereas students worry more about losing old friends, a large setback to transition (Rice et al. 2015). Interestingly, Nauert (2016) affirms that parents who demonstrate excessive levels of concern and put too much pressure on their children, do not help their children to settle in as well. Yet, when parents and children share the same concerns, these can be better solved with less affliction caused at the start of the new school (Zeedyk et al. 2003).

This section implies that parents are in many cases aware of their children's needs and are often able to pinpoint these, especially in terms of homework and friendships. Parents can be a vital source of support in the child's preparation to enter secondary school. Their expressions of warmth and affection have a long-term impact on how stable their children are throughout the transition, which in turn holds a bearing on academic and behavioural development. The next section will extend these considerations to the involvement of school and community during a child's transition.

2.4 Role of School and Community

Ozbay et al. (2007) and Bywater and Sharples (2012) affirm that interactions in the community may help to moderate a negative family environment, and lend alternative models of positive behaviour, emotional management and inclusion. From a broader perspective, the World Health Organisation (2014a) encourages institutions to intervene on the wellbeing of youth and take steps to enhance the conditions and circumstances necessary for the healthy development of young people, affirming that this must be reflected in school policy-making. The school environment is a key factor when assessing one's social and mental development (Meireles et al. 2015). Social relationships during transition can have a strong influential effect and adolescents can rely increasingly on peer groups for social support (Lester, 2012). This reliance may lead to adolescents making comparisons between themselves and other peers, engaging in bullying, and hierarchical set-ups which negatively affect students' social health during the transition phase (Rubin, Bukowski and Parker, 2006). The positive side to this is the opportunity to make new friends, the increase in number and quality of friends, and the support from more mature peers (Lester, 2012; Jose and Lim, 2014). An institution has the power to promote an adolescent's feeling of safety in new social situations, a positive evaluation of self by others, and the development of positive self-image (American Psychological Association, 2002). This therefore allows the adolescent to assimilate with his/her new environment. Maslow's Hierarchy of Needs (1943) (Figure 2),

adapted by Lester (2012), can be an interesting portrayal of adolescent requisites especially at a time of transition. Lester adds positive and negative factors to this, such as loneliness, connectedness and a feeling of safety in school, peer support, pro-victim attitudes and negative outcome expectancies. Many researchers discuss such factors alongside the change from primary to secondary education (Espelage, Bosworth and Simon, 2000; Hall-Lande et al. 2007; Benner and Graham, 2009; Lester, Mander and Cross, 2014).



Figure 2 - Adapted by Lester (2012)

During adolescence, there is a high risk of loneliness if there is no intervention, and a large amount of their active life (awake time) is spent in school (Ingrim and London, 2015). Being accepted and supported by one's fellow peers gives adolescents a stronger self-esteem, while a lack of this can result in isolation and consequently a decreased self-worth and esteem (Jose and Lim, 2014). At the top of Maslow's pyramid lies self-actualization, where negative outcome expectancies and pro-victim attitudes can be seen. According to this vertical model, safety, connectedness/loneliness, peer support, victimization and bullying are factors that warrant attention in the period of transition from primary to secondary school.

On the other hand, Hofstede (1984) argues that Maslow's pyramid is ethnocentric and reflects individualistic values, thus ignoring the positive effects of collective values, such as family support. Bronfenbrenner's model of ecological systems (Figure 3) would also challenge Maslow's pyramid, allowing the different categories to be reciprocated, thus giving less importance to certain needs and setting interrelations between them (Bronfenbrenner, 1994).

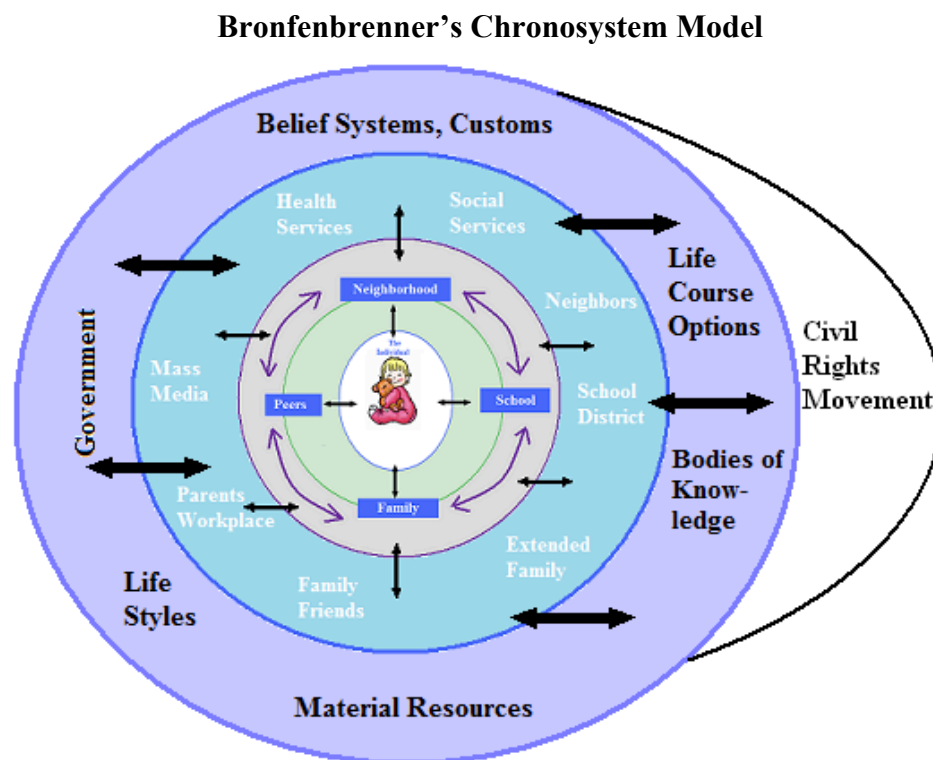


Figure 3 - *Bronfenbrenner's Chronosystem Model* (Bronfenbrenner, 1994, p. 1644)

Liu and Graves (2011) mention the mutual role of individuals, families, schools, peer groups, nearer community, and societies in relation to victimization and bullying. To build upon this, solid transition practices consist of establishing a safe, tolerant and reciprocal relationship among its members within the community (Dockett, 2017). These relationships contribute towards continuity between home and school, supporting effective transitions as well as children's academic success mediators (Dockett and Perry, 2014).

The last two sections have pinpointed key factors on the role of family and community within the process of transition, thus observing the world surrounding the individual. The next section will focus on the individual as he/she enters this new phase, and also has to grapple with puberty.

2.5 Adolescence and transition

Puberty is another important physiological change to consider, as most students going through transition between primary and secondary schools are also facing the challenges of this stage in their lives (Anderman, 2013; Neal et al. 2016). Cognitively, adolescents tend to develop more sophisticated reasoning skills and explore a wider range of possibilities inherent in a situation. They also expand the ability to think hypothetically (contrary-fact situations) and use logical thought (Sandars, 2013).

This connects with Piaget's developmental psychology, a concept that addresses psychological changes (biological, cognitive, and socio-emotional) as people grow older (McLeod, 2017). When applying Piaget's theory to the context of this research, students going through transition to secondary education would be mostly within the concrete operational stage experienced (Blake and Pope, 2008). Parents and adults within the community would normally have an impact on young adolescents still within the concrete operational stage, as they could give meaning to the child's daily life and future by discussing aspirations and making their transition a positive step towards this (Mah, 2015). Therefore, many young adolescents would assimilate the experiences of adults on what it takes to succeed. However, students are gradually transitioning to the formal operational stage, moving from concrete to abstract thinkers, and imagining things not seen or experienced (Blake and Pope, 2008).

Vygotsky's constructivist theory adds to this discussion by placing the importance of an adolescent's interactive development within a social setting (Blake and Pope, 2008). In line with Vygotsky's theory, the role of the adult is to help adolescents face

challenges (Hearron and Hildebrand, 2009) and research on child support connects the constructivist approach to a healthy social development (Maccoby and Lewis, 2003).

Although the transition period is a time to excel academically, socially and emotionally, at the same time it is a period of risk that can be an enormous challenge on young adolescents. Once the student has moved to secondary school, Anderman (2013) states that many students do not enjoy their subjects as much as they did in primary school, with a subsequent decline in achievement outcomes. The reason for this might stem from a number of factors, such as the students not having a good rapport with their teachers, a general lack of interest in school as students start to enjoy the freedom involved with their social life outside of school, or not finding school work meaningful or engaging (Steinberg, 2008; Klem and Connell, 2004). Moreover, there is a feeling of not belonging in school and a lack of connectedness (Monahan, Oesterie and Hawkins, 2010).

Furthermore, research behind early adolescent behaviour after transition suggests the increase in health risks, such as unprotected sex, substance use, and antisocial behaviour (Gluckman, 2011; Schofield et al. 2008; Steinberg, 2008; Kipping et al. 2015). On the other hand, McNeely, Nonnemaker and Blum (2002) argue that promoting strong teacher support, high academic standards, a positive and respectful classroom setting, smaller class sizes and a physically and emotionally safe environment will counteract the lack of students' connectedness. Successful transitions can be interpreted as a time of coping and resilience (on the individual level, on the level of relationships, and on the level of social networks), revealing protective factors such as depending on others' support, establishing a sense of belonging, and the building of positive self-esteem (Niesel and Griebel, 2005). With these factors that lead to these successful outcomes, developmental outcomes are more likely to flourish.

2.6 Social Settings - Negotiating Friendships

In a fresh social setting, in many cases, adolescents will have to negotiate with a bigger and more impersonal environment from their smaller primary school experience (Zeedyk et al. 2003). Establishing friendships, parent support and school intervention programmes are crucial factors to successful transition (Benner, 2011). However, there is a risk that the social structure within this time, necessitating a search for new friends, results instead in loneliness. Bannink et al. (2014) carried out a two-year longitudinal study amongst first-year secondary students to assess traditional and cyber-bullying victimizations. The researchers concluded that there is a link between traditional bullying victimization and an increased risk of suicidal thoughts and mental health problems. Therefore, given this critical time, co-ordinators in schools should adopt intervention schemes to avoid this (Bannink et al. 2014).

Another side to the scenario above is that adolescents, feeling dependent and perhaps even desperate to acquire higher status within their new surrounding, may adopt bullying behaviours themselves (Lopes Neto, 2005). Salmivalli (2010) adds that bullying and victimisation are brought about by different factors such as students comparing themselves on a social level with other peers, being disliked, and forming a hierarchy within social groups. Academic competitiveness, the attitudes of others towards victimization and bullying, changing friendship circles, and poor school community spirit can be added factors towards a negative transition stage (Lester, 2012). The support of educators, as well as friends and parents, can play an important arbitrating role in this adjustment phase.

2.7 Transition Programmes

A number of researchers confirm that the development of transition programmes is a recommendation for a smooth adjustment into the next stage of a student's life (Tilleczek and Ferguson, 2007; Evangelou et al. 2008; Gresham, Vance and Chenier,

2013; Bannink et al. 2014; Smith et al. 2014). Hodgkin et al. (2013) discuss the importance on how educational systems must manage the expectations of students prior to leaving primary school. Coping with this adjustment can depend on this intervention and how much preparation and support are available throughout. The OECD (2012a) speaks of equity, and a possible restructuring and funding of programmes which may require external support, addressing context-specific strategies, resources, formal planning time, merit recognition, and, in some case, firm action for low performing schools. Such programmes call out for the involvement of the school community - students, parents, and teachers.

Smith et al. (2014) carried out research on the effectiveness of whole-school policies, especially focusing on transition and anti-bullying. They carried out an online research through PsychInfo, Education Resources Information Center (ERIC) and dissertation abstracts to search into the terms ‘victimization’ and ‘bullying’ as a means to access intervention programmes. To enhance their findings, they attempted to identify all other researchers across Europe and North America who had worked in this field. Although there were inconsistencies within their findings, there was a reasonable outcome confirming the need to invest in such programmes.

Within the UK, the Department of Education (2014) recognises frameworks which concentrate on social, emotional and behavioural skills, and these should be used in school policy-making. The figure below (Figure 4 – National Strategies’ Waves of Intervention Model) reflects the method of additional support that could be operated at a universal level across the school, and during transition.

National Strategies' Waves - Intervention Model

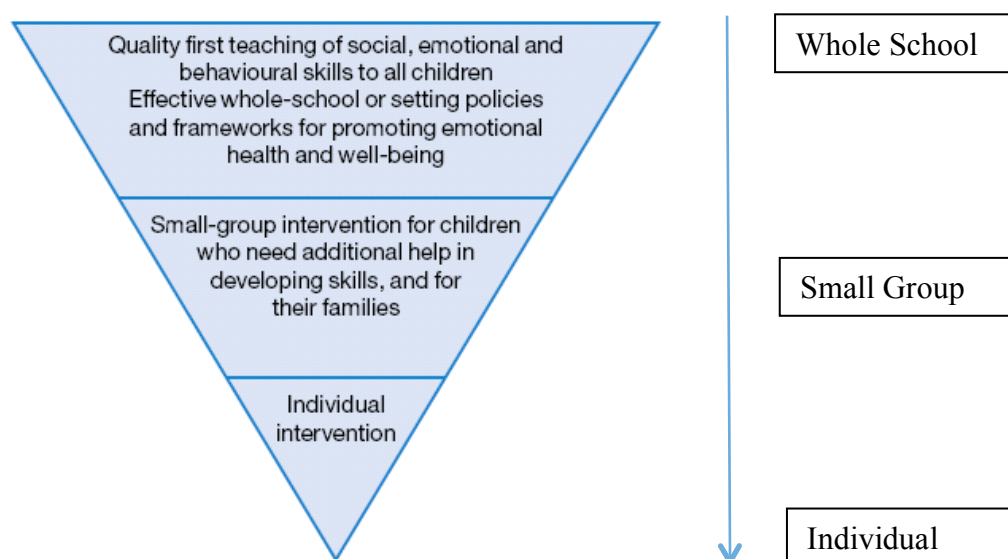


Figure 4 - *National Strategies' waves of intervention model*

(Department of Education, 2015)

The inverted triangle points from a whole-school intervention of student's social, emotional and behavioural skills to the key focus, the individual. The more emphasis placed at the top of the triangle, the less individual intervention necessary. However, one might argue that this triangle is superficial because specific needs are not targeted, especially at those students who are often involved in incidents of unacceptable behaviour or those students with mental health problems (Weare, 2010).

Clearly, effective transition programmes have been described through their successful social adjustment, institutional adjustment and curriculum interest and continuity (Evangelou et al. 2008). To complement this, McGee et al. (2003) add that such programmes offer information about the new school in terms of curriculum and requirements, involve parents, provide social support, and link to the primary schools. Ultimately, there is a need to incorporate a sense of student belonging within the programme (Lewis, 2016).

Evangelou et al. (2008) express the need for a series of activities and events, including non-academic tasks, allowing for social interaction within the context of the new school. This would give the opportunity to build students' sense of community through such orientation, as agreed by Tilleczek and Ferguson (2007). A training programme in social skills is also a tool towards improving a student's academic and social interaction with peers (Gresham, Vance and Chenier, 2013). Despite the factors indicating the success of transition programmes, posing challenges exist to ensure that these are carried out in an accurate and timely fashion (Zeedyk et al. 2003).

Another element to consider within transition programmes between primary and secondary schools is the different structures of educational systems among countries (Andrews and Bishop, 2012). In the United States, Smith, Feldwisch and Abell (2006) affirm that the timing of transitions will vary on how the grade configuration at middle school level works (K–8, 5–8, 6–8, 7–12 or other possible configurations). On the other hand, McGee et al. (2003) discuss education systems in New Zealand, where most young adolescents go through two years of intermediate school, which involves students having to adapt twice to new learning and social environments. That said, in the UK, Rice, Frederickson and Seymour (2011) describe the structure as being one where students finish their primary education in Year 6 and commence secondary school in Year 7. In all cases mentioned above, each transition requires a tailor-made programme to accommodate the needs of students within specific age groups (Andrews and Bishop, 2012). Most importantly, many schools in different international settings face the challenge of ensuring that the communication about the new school is accessible to parents and students, i.e. through formal or informal gatherings, newsletters, websites, and bulletin boards (Tilleczek and Ferguson, 2007).

2.8 Collaboration between two schools

According to Neal (2016) an effective transition between primary and secondary school can only be realised if there is a strong collaboration between the two schools, and if they work together on an approach to assessment and have a firm grip on an effective school management information system (MIS). Shah (2014) states that information technology has increased the efficiency and effectiveness of a MIS as school administrators and managers have better access to student information. In this manner, many primary and secondary schools in the UK work together to bridge the gap between their assessment systems and track individual students to support them with their specific needs as they move on (Powell et al. 2006). By adopting new assessment systems that are more flexible, schools are given greater freedom to implement a method that suits the needs of the students.

Neal (2016) affirms that the manner in which data are handled also needs constant review, as quality, not quantity, is the key to supporting good transitions. Instead of increasing the teachers' workload, data should be purposeful and therefore give support to school administrators and teachers in making their jobs easier (Powell et al. 2006). Knight (2013) adds to this by stating that schools should explore the manner their data are handled in order to make better decisions, and guarantee that their MIS gives the necessary information on student progress and supports the selected assessment model.

While schools might decide on different approaches to support students' learning, it is important that their chosen method works well for teachers, students and parents so that the transition from primary to secondary school is successful for each individual (Powell et al. 2006; Smith, Feldwisch and Abell, 2006; Andrews and Bishop, 2012; Knight, 2013; Neal, 2016). The next section will focus on the challenges faced by schools to ensure that transition programmes are purposeful.

2.9 Challenges schools face with transition

There are several challenges that schools face to ensure that the transition process is meaningful. For instance, students need to see their new educational setting as offering new excitements in their learning in the immediate future and in forthcoming years. Schools therefore need to address a number of factors: developing strategies for students who fall behind to help them maintain the rhythm of the year group so that they start the new academic year with confidence (Evangelou et al. 2008); helping students to believe that every academic year matters, not only the years that have public examinations (Wright, 2013); giving students empowerment to avoid the feeling of disillusionment in their school (O'Brien and Bowles, 2013); assuring continuity in content and recognising the different styles of learning within the various subjects the students take (Galton, Gray and Rudduck, 2003). In an ideal world all the factors above would be accounted for within the transition programme, but there are often setbacks to this: lack of resources, time and the limited availability of people to coordinate and implement programmes, prioritising other aspects in schools such as curriculum management and examinations (Jindal-Snape et al. 2019). To maximise results, these programmes entail much planning and clearly defined objectives that are continuously improved with the collaboration of all stakeholders (Rader, 2011).

A report by Galton, Gray and Rudduck (1999) states that although successful efforts had been carried out (with the support of Local Education Authorities – LEAs in the UK) to assist transition, there were drawbacks: many schools had concerns with maintaining students' commitment to learning once the novelty of moving to secondary school had diminished. The report also indicates that not enough consideration was being given to transition programmes. In an attempt to address this issue, the DfES and Office for National Statistics (2001) called for proposals and discussed five main areas:

1. Methods undertaken by administration which address the communications made primarily between primary and secondary school teachers, or organisational methods to bring together a healthy working relationship between the two schools;
2. Student-centred approaches which focus on preparing the student for transfer, in particular concentrating on their social skills which will enable them to cope with the new challenges of the next school;
3. Allowance for continuity within the curriculum which can be tackled by teachers in both schools; for instance, teachers can exchange information about the topics being studied in Year 6 and 7, or even have a topic that starts in Year 6 and is continued in Year 7;
4. Discussions between the two schools about new ways of teaching and learning that are exciting / engaging for the students;
5. Methods that prioritise the purpose of learning and assessment in the next school as well as the need to identify the needs of students. This could also relate to the way they discuss their learning and recognise themselves as learners. (DfES, 2001)

The research in this section has shown that schools may easily face setbacks when trying to give importance to meaningful induction programmes and trying to adopt innovative approaches to transition. Some of the biggest challenges are to prioritise transition practices within secondary schools, to extend the development of programmes to parents, to counsel meetings for students at risk, and to implement procedures to track gifted and talented students who would benefit from more extended learning.

Great importance will be given to students transitioning within an all-through school in this study, where the same group of students shift from primary to secondary school within the same campus. The next section will address vulnerable groups that are identified before and after the transition process has begun.

2.10 Vulnerable Groups

It is generally accepted that certain types of students undergoing transition are more vulnerable to the adaptation to secondary school than others (Anderson et al. 2000). West, Sweeting and Young (2010) address a multiple set of characteristics that differentiate students who experience successful or unsuccessful transitions. Among such factors, students of a younger age often experience a poorer transition (Galton, Morrison and Pell, 2000).

Ali and Dunsmuir (2014) state that there is increasing recognition from researchers that special educational needs (SEN) children are prone to finding transition a challenging experience. In Ali and Dunsmuir's research study on SEN students going through transition, many SEN students expressed their fears about the social aspects, such as being teased by others for having special educational needs. From an academic standpoint, many of the SEN students in this research had been told by their primary school teachers how difficult the secondary school would be, which also made them feel vulnerable. From a similar stance, Neal and Frederickson (2016) claim that children with autistic spectrum disorder (ASD) find transition a challenging period as they worry about facing a new environment, new students and new teachers. White et al. (2009) argue that more intervention systems need to be put in place to help such children.

When investigating differences in gender, there are a mixture of responses as some research concludes that girls are more vulnerable (i.e. United States), whereas evidence from other research (i.e. New Zealand) suggest the opposite (Anderson et al. 2000; McGee et al. 2003; West, Sweeting and Young, 2010). Such discrepancy could be attributed to a number of factors: Anderson et al. (2000) suggests that in the United States girls feel more under pressure with achieving good grades in their new setting and that gifted girls' grades may dip in secondary school as they perceive it is no longer socially safe to be intelligent. On the other hand, McGee et al. (2003) state that in New Zealand adolescent boys suffer more from bullying during transition and there is evidence that boys are hassled by teachers to achieve well in subjects such as

the arts. However, Safdar and Zahrah (2016) would argue that upbringing and the parenting style (authoritative, authoritarian, permissive) in different cultures would have a large impact on how each gender would react towards their new setting.

A number of researchers (Evangelou et al. 2008; West, Sweeting and Young, 2010, Davies et al. 2018) have also looked at the socioeconomic status (SES) of families in relation to transition, the consensus showing poorer SES children experiencing greater challenges. This is given much attention in studies within the United States which explore transition experiences by different ethnic groups (Reyes et al. 2000; Gutman and Midgley, 2000), although within the UK, not as much emphasis has been made on SES children undergoing transition, although its significance is implied (Galton and Morrison, 2000; Davies et al. 2018). A recent study by Davies et al. (2018), nonetheless, discusses more able and talented students (MAT) from disadvantaged backgrounds who may suffer during transition as their potential may not be recognised by the new school.

The type of family situation and parenting styles are also factors to consider (Anderson et al. 2000; McGee et al. 2003). Galton and Morrison (2000) refer to students from one-parent families as having more trouble transitioning to secondary school, although Newman et al. (2000) state that children whose parents encourage more autonomy and show caring, adjust better to their new school. Interestingly, mothers are more cited as being more supportive in helping their children through academic and social challenges (Newman et al. 2000). According to Ward (2000), another factor that leads to a better transition experience is when students have older siblings who have already experienced transition within the same school. On a similar line, West, Sweeting and Young (2010) carried out a longitudinal research of over 2000 Scottish students across 135 primary schools and 43 secondary schools, and observed that positive support from student peers (especially older students) helped enormously during transition.

Chedzoy and Burden (2005) make reference to lower ability students finding transition stressful and feeling more anxious than their peers, and these types of

students therefore need to be targeted by teachers by implementing an intervention process that will help to facilitate and promote transition (Bryan, Treanor and Hill, 2007). Similarly, McGee et al. (2003) refer to students who have low self-esteem, which leads to a lack of readiness to move to the secondary school and subsequently a shaky transition. An intervention programme developed by Shepherd and Roker (2005) in the UK aimed to help children with low self-esteem. This successful programme was able to reduce the fear of transition on those students. One factor to bear in mind is that children who suffer from low self-esteem may have experienced bullying in the primary school, making them vulnerable and more anxious about future victimisation in the secondary school (Hawker and Boulton, 2000). On the other hand, Anderson et al. (2000) discuss students with behavioural problems (disruptive, aggressive) who also find it considerably difficult to adjust to the secondary school.

To conclude, there is agreement amongst researchers that there are many transition students who are vulnerable and suffer academically and socially, although there is an uncertainty on how far the transition process itself plays a part in this. In contrast, it is also unclear how much the role of transition impacts on wellbeing, particularly in relation to self-esteem. In summary, despite the advances made in understanding this stage of a child's life, researchers are still pondering on how far transition causes changes for the better or worse, particularly over the long haul.

2.11 Conclusion

An effective primary–secondary transition will have an impact on educational attainment and the school image. According to Dockett and Perry (2001), successful programmes are linked with an established and maintained rapport among teachers, parents, and children. According to the comments made by researchers in this chapter, transition programmes should not only aim to develop knowledge, understanding, and skills, but to facilitate solid social interactions and relationships (McGee et al. 2003; Bryan, Treanor and Hill, 2007; Evangelou et al. 2008; Lester,

2012; Anderman, 2013; O'Brien and Bowles, 2013). Furthermore, such programmes set groundwork where all entities regard themselves, and those within their close domain, as valued members of the school community (Zeedyk et al. 2003; Sanders et al. 2005; Niesel and Griebel, 2005).

Following this review on transition, the next chapter will explore more specific literature related to transition within an international school setting, as there are particularities that define such contexts from other settings.

Chapter Three: Literature Review: Transition and International Schools

3.0 The International Scene

Given that the empirical research within this study is set in an international school located in São Paulo, Brazil, this chapter takes a close look at international education, its types of students and teachers, and the process of transition within this specific international setting.

According to Hill (2006) international schools have a culturally diverse student body, and in many cases with no single nationality dominating the others. Most of these institutions are private and independent and offer an international education programme (Hallinan, 2007; Cambridge, 2011). Their curricula are designed to provide an alternative to national education systems (Hayden and Thompson, 2008). A majority of them were established to provide for parents who move around the globe, and most of these schools use English as the language vehicle (Bunnell, Fertig and James, 2016). The attractive label ‘international’ will often appear as part of the school’s name, accentuating the international mindedness of its educational programme, although its body of students may, in varied situations, be quite culturally homogeneous (Hill, 2006). When thinking along the lines of transition between primary and secondary school within an international setting, each school will have its intricate cultural characteristics to be assessed and put into perspective, although Sirsch (2003) and Nolan (2012) affirm that little research has been carried out on this aspect.

Grimshaw and Sears (2008) refer to international schools as offering a ‘third space’, meaning that its staff and students are placed within a ‘de-territorialized’ setting, which operates between cultural boundaries. According to the writers above, as

changes continue occurring within this space, a number of international schools are in a mutant process of negotiating new identities.

As a matter of reputation and prestige, many parents (national and international) are choosing international schools over local national schools. This is due to an ever present increasing global market (Brummit, 2009) as well as the notion that international schools offer curricula that now have a well-established status and are highly regarded by universities (Lowe, 2000). An example of this is the International Baccalaureate (IB), which has been in place since 1968 and offers 6,068 programmes being offered worldwide, across 4,655 schools (IBO, 2017a). The IB aims to offer a broad and balanced curriculum that admits students to higher education or for entering employment. The IBO mission statement affirms that “the International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IBO, 2015, p. 6). “To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IBO, 2017b, online opening page).

Akram (1995) affirms that for many expatriate families who need to adapt to a new culture, the international school, in time and place, epitomizes a unique, stable environment and that parents rely upon the school’s philosophy and structure to aid students to relate to their original home culture. American, British, French, or international schools that exist within lesser developed countries offer a prestigious education for the social-economic elite and are perceived to be more privileged, and a gateway to more developed countries (Pearce, 2001). Given the scenarios mentioned above, the clientele within international schools can be quite varied, although mostly of a higher socio-economic status. This will have an impact on the demographics of students within an international setting, and should be taken into consideration when investigating the type of students going through transition

between primary to secondary school. This will be discussed later in the data analysis chapter, as it might easily draw limitations to the study on transition as only a certain type of student is being analysed.

3.1 International School Teachers

Given the increase in global mobility in the 21st century, international schools are most likely to grow even more rapidly, and the requirement to recruit well-trained international teachers is a growing issue. Different researchers have attempted to classify international teachers (Garton, 2000; Hardman, 2001; Pearce, 2001, Hallinan, 2007; Hayden and Thompson, 2011; Nagrath, 2018). However, as the demand for international school teachers increases, it is clear that the motivations and careers of such teachers will continue to expand the classification into further categories (Bailey, 2015). Garton (2000) states that teachers in international schools can be grouped into three categories: host-country nationals, ‘local-hire’ expatriates and ‘overseas hire’ expatriates. In many cases, host-country nationals are recruited as a legal requirement by the local government, but for international school administrators this measure can also be beneficial for financial purposes (Pearce, 2001). Overseas hire expatriates are teachers who choose to work abroad with a desire to travel the world, but with the expectation of returning to the home culture in the future (Hayden and Thompson, 2011). The contract of overseas hire expatriates will usually last two or three years, although it is frequently the case that teachers move on after the first contract, even when renewable (Hallinan, 2007). The third group of teachers are local-hire expatriates who decide to put down their roots in the host nation because they are very happy with the opportunities the post has to offer or they possibly marry a local resident who also works in the same location (Hayden and Thompson, 2011). Similarly, there are teachers known as spouse trailers, who may happen to be available to work in an international school whilst the husband/wife is posted in that part of the world (Nagrath, 2018). Together with overseas-hire expatriate teachers, this group play a fundamental part in the staffing of an international school, and are an advantage to administrators because they come at a lower cost (Hallinan, 2007). From a less prescriptive viewpoint and overlapping

some of the ideas mentioned above, Hardman (2001) classifies overseas teachers on what motivates them and what they are able to offer to the school: childless career professionals; mavericks, who often go for a short period to take advantage of travelling through the country; career professionals with families, and teachers who have lived and worked for over a generation in the host culture.

The country's regulations, culture and type of government can be determinant factors that can influence the type of teacher working within an international school. For example, Hayden and Thompson (2011) state that the governments of Singapore and China used to forbid country nationals to attend a mainland international school, and this consequently restricted international school access to expatriates; however, both countries have recently eased off on this restriction because of the growing international market and the demands by native parents for a western-style education in English has increased (Spurling, 2017; Gaskell, 2017).

The scenario above presents a different picture regarding types of students, contrasting heavily with a school such as St. Paul's, São Paulo, Brazil, which has a large percentage of local nationals. In Brazil, the government has declared that international schools can only exist if subjects are aligned with the curriculum being implemented in local education. This aims to assure that foreign students experience intercultural opportunities through studying the Portuguese language and Brazilian history and geography as documented in the *Regimento Escolar* (2017). Because of this, Brazilian international schools need to hire local teachers who are able to teach Portuguese and Brazilian studies (*Geografia and História*), thus creating a very mixed group of teachers working within this international setting. It also encourages many local families to attend such a school, thus its identity can easily change to one where there is a strong connection to the local culture, as I have witnessed throughout the 24 years I have worked in this particular school. This heterogeneous mixture of professionals enhances market attraction for prospective parents who see an advantage in this type of education (Hallinan, 2007).

Similar to the students' backgrounds, there is an impact on the nature of teachers working within an international setting such as St. Paul's School, as again new incoming teachers need to adapt to a new culture. Again, this needs to be accounted for when investigating transition between primary to secondary school. New teachers may not understand the intricacies of transition within the specific context as the teachers themselves are still adapting to their new environment (Mieto, Barbato and Rosa, 2017).

3.2 Enculturation and transition

Within the complex picture of international school settings presented earlier, it is possible to draw a parallel between the process of enculturation leading to acculturation with transition, as although the two adjustments are at different levels, both involve adapting to another culture.

Kirshner (2004) defines enculturation as "the process of acquiring cultural dispositions through enmeshment in a cultural community" (p. 5). According to Von Raffler-Engel (1993) and Bartle (2010), enculturation begins before birth and continues until death. One might suggest that society tries to accept each member as a fully responsible individual within the whole. While the process of enculturation may, in certain situations, alienate some members, the intent of certain types of societies is to encourage responsible participation. The enculturative process will have an impact on the development of one's identity within a particular group (Grunland and Mayers, 2010). Van Oord (2008) adds that "without a viable theory that is able to classify certain human behaviours as facets of a culture, we cannot be sure if the concept of culture refers to an actual demonstrable entity" (p. 132). Sen (2006) goes even further by stating that "important as culture is, it is not uniquely significant in determining our lives and identities" (p. 112). Appiah (2005) would also argue that the term culture may be interpreted in whatever format we wish it to represent, therefore its nature has become a problematic one and possibly even without true meaning. To refer back to identity, Van Oord (2008) discusses the notion that human beings try to make sense of their surroundings by categorizing and

dividing their dynamic, complex and ambiguous realities into smaller groups or entities. Nelson (2006), however, states that such a process of categorization leads to the belief that certain groups of people are different to other groups.

Having witnessed various examples set into an international context, learning codes are intrinsic in becoming enculturated. Such codes could include the need to show respect for the symbols of the nation (i.e. facing the flag whilst singing the national anthem), correct dress wear for different occasions (i.e. formal dress for weddings, casual dress less important occasions, swimwear for beach, etc.), and codes of conduct in school (i.e. honesty, respect, trustworthiness, kindness, hardworking, etc.). Within the context of transition, the expectations on behaviour, maturity level and work ethics might differ between the two schools, and some students might find it easier to adapt to these changes than others.

This leads to another process, acculturation, where the individual, who has been enculturated in a specific culture, learns to become competent in a new culture (Gudykunst and Kim, 1997). This applies to students who are completely new to the setting without having shared the experiences of those students who learned together in the same primary school. This will be explored next in more detail.

3.3 New students, acculturation and transition

The theories of acculturation can be used to conceptualise and study adaptation in a great variety of settings. The U-curve, three-stage model, presented by Lysgaard (1955) and Sewell and Davidson (1956) offers a promising approach that can be used to understand adjustment difficulties and the processes of social change in particular. Their model presents us with the following three stages:

- initial enthusiasm: essentially a 'spectator'/limited interaction with host nationals;

- disenchantment: knowledge of host culture has advanced sufficiently to be aware that progress is blocked by inability to communicate or understand cultural norms;
- recovery: awareness of subtle cues of the host culture.

This model can still be valid in today's international school setting, although it is questionable if the recovery stage is the final stage, as some students may not go through the recovery process and choose to return home or move to another setting. Further to this, one could expect a fluctuation between the last two stages over a large period of time (Tange, 2005).

Berry (1997) developed a two-dimensional model of acculturation that allows individuals, for example, to simultaneously feel a strong affinity for majority and minority cultures (Figure 5). However, he states that there are those who risk becoming isolated from the host culture. This model can neatly be subdivided into four distinct acculturation identities. These are defined for how individuals simultaneously relate to two cultures (Pearce, 2007).

Two-dimensional Model of Acculturation

	<i>Own culture valued</i>	<i>Own culture not valued</i>
<i>Host culture valued</i>	Integration	Assimilation
<i>Host culture not valued</i>	Isolation	Marginalization

Figure 5 - *Acculturation as classified by Berry (1997)*

The first, integration, implies a strong sense of belonging to ethnic background cultures together with a strong majority identity. Assimilation implies a strong majority identity but a weakened tie to ethnic origins whilst separation is the opposite, a strong affiliation to ethnic background cultures but weak ties to the majority culture. Finally, marginalisation implies weak ties to both ethnic origins and the majority culture (Nekby, Rodin and Ozcan, 2007). Among the four strategies, according to Migliorini, Rania and Cardinali (2014) “attitudes that support integration are related to better adjustment (p. 376). Yet, to become integrated,

would mean to have an open mind about the host culture that the international student, for instance, is facing. Marginalization is the least successful, while assimilation and separation are intermediate (Berry, Poortinga and Pandey, 1997).

3.4 Final Remarks

International communities display a multi-cultural dimension rather than a homogeneity, which means that the backgrounds of students, teachers and parents could easily influence the nature of the research on transition. Not taking this aspect of diversity into consideration would definitely cause an inconsistency in epistemology which would ultimately weaken the robustness of claims held. To add a bonus to this, diversity and plurality of views from an international cohort can prove to be advantageous and a universal guide in helping to solve different contextual issues facing the nature of transition.

The literature review, composed by Chapters 2 and 3, offered an insight on some pertinent issues facing transition as viewed by educational critics and researchers. Transition within international education as an emerging field in its own right and the shaping powers of the set of processes have established a rich forum from which other views, i.e. international students, teachers and parents, need to be sought.

These considerations, alongside the empirical research and data analysis that compose the body of this study will support the conclusions which will follow on this study's research question: *What are the perceptions of teachers, students and parents about the challenges students face in the transition from primary to secondary education in a British-international school in São Paulo, Brazil, and what strategies could be put in place to help them cope with such challenges?*

The methodology chapter will now critically establish the parameters in which the background to the project is laid.

Chapter Four: Methodology

4.0 Introduction

This chapter will discuss the methodology or rationale towards the methods implemented which validated this research.

Kuhn (1970) best describes a paradigm as “a set of beliefs, values and techniques which is shared by members of a scientific community, and which acts as a guide or map, dictating the kinds of problems scientists should address and the types of explanations that are acceptable to them” (p. 175).

From a wider scope and to give deeper meaning, it is worth exploring the larger paradigms of research theory and how they narrow down to the methods and sources implemented at the end of the spectrum. According to Crotty (1998), research paradigms can be initially characterised through three terms:

- ontology
- epistemology
- methodology

Crotty then neatly sets out the following diagram:

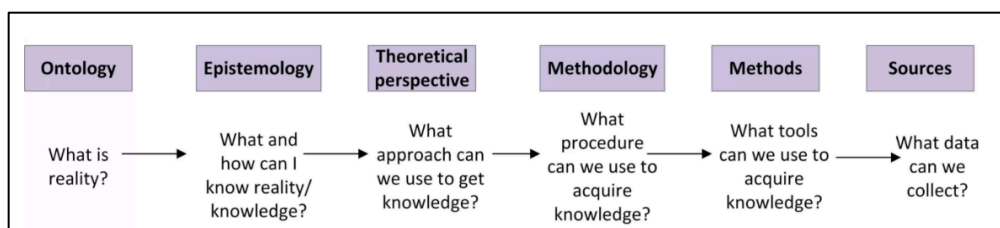


Figure 6 – *Relationship between research paradigms (Crotty, 1998)*

From the broadest end of the spectrum, Schraw (2013) defines ontology as the study of beliefs about the nature of reality and being. From this perspective, one must

focus on the ‘problem’ of this particular research, following the aims that were shaped by the theoretical assumptions discussed in the previous chapter. From an ontological stance, the overall approach to this research was a case study. In very simple terms a case study will investigate a process of event using a single individual group of people (Creswell, 2003). Case studies examine complex phenomena in a particular setting to increase understanding of them (Heale and Twycross, 2018). When describing the methods undertaken while using this approach, a case study will allow the researcher to take a complex and broad topic, or phenomenon, and narrow it down into a manageable research question(s). Leedy and Ormrod (2001) state, case studies attempt to learn “more about a little known or poorly understood situation” (p.149). By gathering qualitative or quantitative data about the phenomenon, the researcher will thus gain further insight into the phenomenon than would be obtained using only one type of data. In this scenario, the goals in the research are to highlight important aspects of transition which have the potential to inform an international audience. As a result, the factors identified, whilst specific to the school setting in question, reveals larger insights surrounding the ontology of transition. The analysis is thus guided by both the problem and the theory, meanings which revealed themselves from the data were framed in terms of socio-cultural understandings of learning.

The next research paradigm, epistemology, considers the acquisition of knowledge suitable for the study of the social world (Bryman, 2001). It is easy to make assumptions about epistemology, when aspects about what we know and learn are raised, yet a greater awareness of the importance of transition is a feature of this research. Through the eyes of the stakeholders engaged in the process, it is clear that the topic lends itself well to an analytical approach. However, a major endeavour is to assess the emerging data and determine their relevance to the whole field of inquiry.

Methodology is described as a model which sets a framework for the way a specific type of research is carried out and the methods are the tools or instruments that serve towards collecting evidence or analysing data (Kumar, 2011). Van der Westhuizen

and Abrahams (2002) state that methodology presents the principles of a research and each investigation has its own particular approach employed by the researcher. These will tend to vary from study to study in conjunction with a distinctive setting. When choosing the right methods, this research adopted a constructivist approach by using literature review and acquired data to evaluate the phenomenon of transition from primary to secondary school.

4.1 Methodological Implications and Direct Experience

The manner in which research is handled can depend on a variety of aspects. Ormston et al. lay out a series of factors: the personal view of one's social surrounding, the nature of knowledge and the connections made to it, the research's established objectives and theoretical underpinnings, the design of the research and 'the position and environment of the researchers themselves' (Ormston et al. 2014, p. 1). It would be important to add that people are always keen to explore their immediate environment as well as the nature of the phenomena presented to their senses (Cohen, Manion and Morrison, 2011). Durkheim (2006) best describes humans as different from one another, and in their nature adapting to occurrences within their immediate society as well as acquiring the power to influence others. To this end, this chapter will address the relevant methods implemented, with an aim to move forward in the field of transition within this specific context.

In life, we are addressed with an intellectual puzzle (Mason, 2002) and through extended research should endeavour to explain this puzzle or argument as far as possible. Four basic questions raised by Burrell and Morgan (1979) would set the picture:

1. Is reality given or is it a product of the mind or an individual consciousness?
Does the knower construct reality or merely recognise it in some form?
2. Must one experience something to understand it?
3. Do knowers have 'free will', or are they determined by their immediate environment?

4. From this, the authors consider the query whether understanding is best achieved through the scientific method or merely through direct experience.

Although trying to fully answer extensive questions as these is beyond the scope of this research, it is important to set out issues which could help address the study. In this way, some reflections could be made on some of the points raised by Burrell and Morgan. According to Walia (2014), Planck, the Nobel Prize winner for physics in 1918, stated that consciousness is fundamental and that it is the reality that surrounds each individual; this is backed up by Wigner, the Nobel Prize winner in 1963, who believed that the laws of quantum physics would not have existed without referring to consciousness.

When questioning consciousness and experience, Seth (2012) brings up the idea of the experiencing self, and that the individual takes ownership of his/her body, thoughts and actions. From this, the person creates a narrative about his/her own past experiences and imagined futures. According to Johnston (2002), however, the philosopher and educational reformer, John Dewey argued that experience, in its broadest sense, is the consequence of the person's interconnection with the environment. On top of this, when referring to the implementation of the scientific method within empirical research, the context and aims of the research are dependent upon the circumstances in which it is implemented and experience plays a large role in this (Anderson, 2010). Whilst reflecting upon the questions raised by Burrell and Morgan, experience will be used to define the methods suitably fit for the context of this particular research. The next question to tackle would be to define the method of approach to be used.

4.2 Qualitative, Quantitative or Mixed Approach

Referring back to the fourth question raised by Burrell and Morgan, when pondering on whether educational research should be defined as scientific or not, Pelm (2004) believes that the qualitative-quantitative divide needs reviewing and the stance on

this can be described as the illuminative versus the statistical approach. Pelm goes on to state that this divide is not unproblematic in itself. Sharing a similar viewpoint, Gunzenhauser and Gerstl-Pepin (2003) believe that “the qualitative / quantitative wars have subsided for the moment, giving way to more sophisticated conversations about the multiple possibilities and forms of integrity of different methodologies and theoretical perspectives” (p. 1). Yet, under the preface ‘the right methodology’, Sarantakos (1998) suggests that “quantitative and qualitative methodologies are the tools of the trade of social scientists and both are useful and have a purpose. The one complements the other and both together offer a stereoscopic picture of the world” (p. 58).

Venkatesh, Brown and Bala (2013) see qualitative methods being used more for exploratory research, whereas the quantitative approach is steered towards theory testing. Schwandt’s Dictionary of Qualitative Inquiry (2007) defines the naturalist as a person who “holds that the social or human sciences should approach the study of social phenomena with the same aim and methods as the natural sciences approach the study of natural phenomena” (pp. 205-206). Gunzenhauser and Gerstl-Pepin (2003) give a caution to researchers when stating that “multiple theoretical perspectives problematize the role that the researcher plays in constructing and privileging certain knowledge claims” (p. 5). In reality, such responses which are drawn out from mixed research need to be unravelled, each with their own particularities and assumptions in the methods being used.

Within the confines of this study, the mixed method approach was adopted as a means of explaining outcomes and/or statistically representing findings and every effort to be guided by the suitability of one approach over the other was made.

The qualitative element may give light to the quantitative or even explain emerging patterns. A caveat is raised, however, that social reality could be manipulated by the researcher in order to suit his/her own research techniques. Additionally, Ratner (2002) states that qualitative methods operate in a way that the subjectivity of interpretation becomes intimately intrinsic in scientific research. Furthermore he

adds that subjectivity may influence everything, from the choice of topic that one studies, to the formulation of hypotheses, methods, and data interpretation. When implementing qualitative methods, the researcher reflects on the values and objectives raised in the research and considers how these affect the research project (Attia, 2017).

Undoubtedly, the researcher is always left with choices to be made. Central to this, for a good research to be carried forward, choices must be realistic and made clear as part of the outcome (Denscombe, 2014). It therefore needs to guarantee that a fair and balanced picture of the chosen social arena has been offered.

When drawing conclusions as to which data collection methods are fit for purpose, the researcher must be aware that the context, structure and timing of research may also be influenced (Lewis and Nicholls, 2014). Another aspect of social research claims that “there are no fixed or overarching meanings because meanings are a product of time and place” (Ormston et al. 2014, p. 9). Furthermore, the writers “accept that the social world does exist independently of individual understanding, but that it is only accessible to us via the respondents’ interpretations” (p. 19).

According to Ritchie (2014), a variety of methods can be implemented: observation, participation observation, conversation analysis, documentary analysis and discourse analysis. Yet, Bryman (2001) refers to generated methods, which give further insight into the meaning of research, from the insiders’ perspective. Furthermore, four important means can be outlined: biographies, individual interviews, paired interviews and focus groups. Within the confines of this research, documentary analysis, web-based questionnaires and interviews will be used. Documentary analysis is “the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage” (Bryman, p. 35). Web-based questionnaires, which are generally flexible, cheap and speedy, are a useful data-collecting technique that can be used in a diversity of theoretical positions (Bryman, 2001). Individual interviews “provide an opportunity for detailed investigation of people’s personal perspectives for in-depth

understanding of the personal context within which the research phenomena are located, and for very detailed subject coverage” (Bryman, p. 36). Given that the nature of this research is about students transitioning between two schools, student voice was made central to this research. According to Hodgkin (2014), direct student experience is pivotal to allow for validity (Hodgkin, 2014). The next section will look into the context of this.

4.3 The Project in Context

When contextualising research, Wallace and Poulson (2003) break a project down into three parts:

1. Knowledge for understanding,
2. Knowledge for critical evaluation and
3. Knowledge for action.

The project types specified by Wallace and Poulson are set out in a theoretical, research based or practical manner and propose a selection of epistemological approaches followed by outcomes. When defining research knowledge, it is understood to be an empirical investigation which focuses on detecting explanations on the ‘what and why’ of social experiences. On the other hand, practical knowledge identifies the assertions that are made from action within the social context. It is clear to see, however, that these ‘knowledges’ have their natural limitations. When implementing theoretical knowledge, one may discover notions that are mutually incompatible, even claiming to contradict the evidence demonstrated by the social world. Research knowledge may provide too many generalisations and therefore not give enough robust evidence. Practice knowledge may give loose evidence that lacks credibility (Wallace and Poulson, 2003).

This research tackles knowledge for action as it attempts “to develop theoretical and research knowledge with practical application from a positive standpoint towards

practice and policy, in order directly to improve practice within the prevailing ideology” (Wallace and Poulson, 2003, p. 23). Crucially, one must generate ideas when developing new conceptions, breaking down problems as well as recognising paradigm shifts within the multifaceted social arena.

The upcoming chapter on data collection and analysis was set up in an attempt to obtain relevant information in accordance with the break down provided by Wallace and Poulson, which covers knowledge for understanding, knowledge for critical evaluation and knowledge for action. When looking into the methods implemented in practical terms, this study will outline the intake of a selected cohort of people on the transition process at St. Paul’s School facilitating its review, improvement planning and implementation.

Web-based questionnaires and follow-up interviews will carry forward the insights revealed by stakeholders through. The next session will discuss the research question which forms the basis for this empirical study.

4.4 The Research Question

A motivating vision within a mixed method research is to have the opportunity to question people’s everyday lives and experiences (Kinmond, 2012). This task is a useful method that involves exploring truths as perceived by others and, through their analysis, generate applicable conclusions to find answers to the research question:

What are the perceptions of teachers, students and parents about the challenges students face in the transition from primary to secondary education in a British-international school in São Paulo, Brazil, and what strategies could be put in place to help students cope with such challenges?

Within this research, hypothetical assumptions of the measurable external reality will be made. It is also hoped that the stakeholders share valid experiences of transition, which are worthy of exploration, either through direct reporting or indirect analysis. From a critical perspective, an important objective is to map the reality and experiences of stakeholders (students, teachers and parents) within the confines of a singular international setting against the researched literature.

4.5 Guiding Questions

It was clear during the early stages of this research that the topic of transition would be an intricate one to tackle. Based on personal reflection and pertinent literature, guiding questions were devised as a method to determine the main themes of this research as they helped on the choice of which avenues to explore:

- 1. How long does the transition process last?*
- 2. How does the environment / experience influence perceptions within transition?*
- 3. What are the perceptions of transition students in relation to their new social interactions?*
- 4. What are students' perceptions on academic adjustment?*
- 5. What are the students' recommendations towards transition?*

Traver (1998) believes that the guiding question is an essential method and tool that helps the researcher seek direction for deeper understanding of the research area. Every detail in research is given purpose to help unravel one's understanding, helping to provide focus and coherence. These questions helped to model the WBQs and interviews which were used at a later stage.

At this early stage of the research, it was deemed important to give shape to the main themes concerning transition that would possibly spring up during the forthcoming research. Although the research project is confined to a particular field of education and was of a limited nature, these questions were simply set out as guidelines. Later on, respondents would engage with these recurrent themes presented in the WBQs

and interviews. It was anticipated that some of these questions will have been answered to an acceptable level or at least been answered in part to make this method a valuable one.

4.6 The Research Design

Another useful method to consider is the research design. Oppenheim (2001) states that a 'research design is concerned with making our problem researchable by setting up our study in a way that will produce specific answers to specific questions' (p. 6). Self-imposed limits were set to make the researcher's position more manageable on a practical and conceptual level. At a practical level, given the dimension of the topic, it was understood that tackling a large-scale empirical study of many different school settings to complement this research, would be unmanageable. Therefore, it was felt necessary to delineate its nature and scope.

Another method to consider was the time frame involved for this research. The study extended across a period of three years, between 2015 and 2017, involving three year groups of transition students, Form 1 parents, and teachers. Bell (2005) reminds the researcher of the need to construct a workable time frame or limit, so that project management is facilitated. An audit trail (Figure 7) thus served as a useful method and tool to set up the research design. This design helped to identify trends in the subject matter:

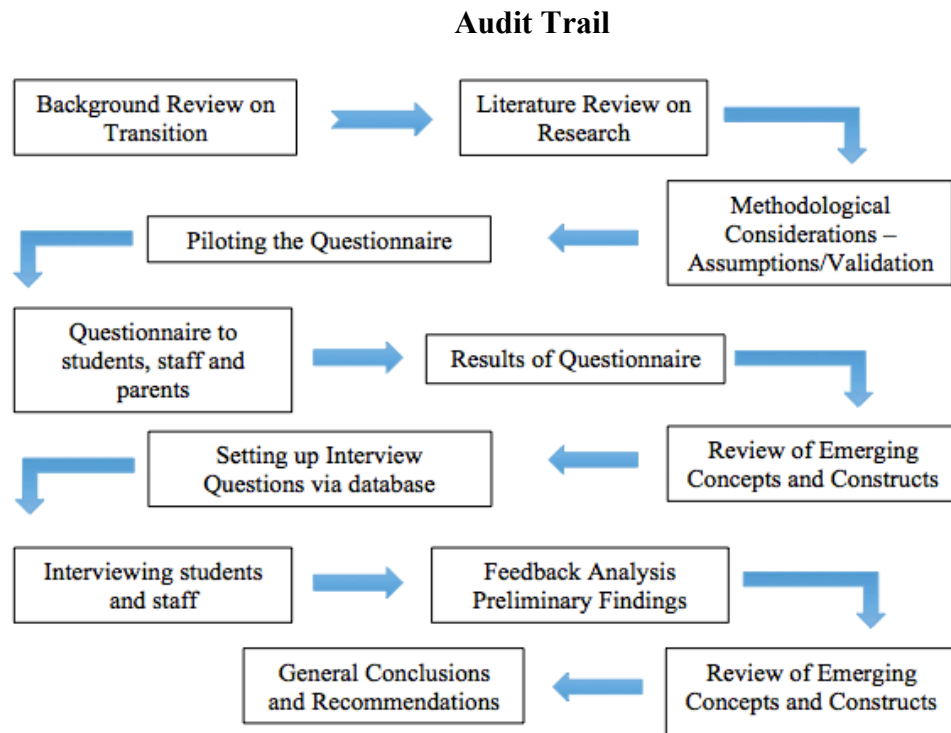


Figure 7 – Audit Trail

The audit trail provided an overarching picture of the research. According to Carcary (2009), an audit trail serves to outline how the researcher's thinking evolves throughout the various stages of a research. Another important method that needed careful planning within the time frame was the design and implementation of the questions to be used in the body of the questionnaire. Before formulating the questionnaire, the researcher had investigated the use of previous questionnaire designs; consequently, the set of questions put in place were derived from Evangelou's research (2008). These questions flowed well with the overall research design.

An additional meaning is brought to light when James (2007) states that there are clearly both advantages and disadvantages to using an e-based mechanism for securing a particular type of data. However, this method was deemed effective considering time management, previous experience using the available online platform, and the ease of data gathering provided by this tool. However, before the launching of the questionnaires, another method to implement was to create a drafted

version of the questionnaire in order to trial questions. This will be explored in more detail further on. The objective behind this review stage was to gain insights into the appropriateness of terminology (to improve confidence rate), to have a clearer idea of logistics when handling emerging data and to be in a better position when interviews took place. Once the research design was finalised, the implementation of the questions on the different cohorts was facilitated.

4.7 Samples and Coding

Another method implemented in this research, known as sampling, was to consider and select the appropriate population and code them. The overall approach taken in this empirical research was in the form of a survey, where data were collected from questionnaires and interviews with students, parents and teachers within St. Paul's School, São Paulo, Brazil. Three separate questionnaires were sent to Prep 5 (Year 6), Form 1 (Year 7) and Form 2 (Year 8) who were given consent to take part in this research.

The first year group (Form 1 / Year 7) were currently undergoing transition from primary to secondary school, the second group were about to experience the transition (Prep 5 / Year 6), and the third group had already experienced the transition in the previous year (Form 2 / Year 8) and were now well-established members of their new school surroundings. Apart from these students, 150 Form 1 parents and 41 teachers from the Senior School were involved. Following this, audio-recorded interviews took place with selected students from the three year groups and teachers from the Senior School who taught in Form 1.

During the planning phase, it was necessary to choose samples that would best be able to provide the information necessary. At the same time, it was ensured that the samples chosen had a varied range of experiences: students, from three different year groups, students with different academic performances, students who had suffered socially and were potential victims of bullying, students with special needs, students

with less fluent English, students of different socio-economic backgrounds, and students who had recently joined the school. With this range of experiences, it was felt that the outcomes would be more valid. Morgan and Thurston (1999) acknowledge the importance of securing cultural validity when gaining insights into the perception of research subjects. Cultural validity is defined as the degree to which a study is appropriate to a particular cultural context. In August 2016, the abovementioned students were simultaneously sent an online questionnaire. The three year groups totalled 223 students, 77 in Prep 5/Year 6, 70 in Form 1/Year 7 and 76 in Form 2/Year 8. From this initial pool, 218 were given consent by their parents to take part in the research, in accordance with the Ethical Guidelines For Educational Research (BERA, 2011). A section on ethics will be discussed later on. Following the analysis of the questionnaire results, 6 students were selected to form the interviewee cohort at a later stage, selected from each of the three year groups.

Two weeks after the student questionnaires were launched, a questionnaire was sent out to the parents of all 70 Form 1 students via the school communication manager. The information obtained from these questionnaires had a further purpose, as it was shared with the Head of St. Paul's, who had an interest in carrying out this practice for all transition groups (Pre-Prep 3/Year 1 – Prep 1/Year 2; Form 5/Year 11 - Form 6/Year 12).

The teacher questionnaire was sent out at the same time as the parent questionnaire. Five of these teachers were also interviewed at a later stage.

The interviews took place in October 2016. When selecting the six student interviewees, again it was deemed necessary to choose a range of different experiences. These students were coded P5A (from Prep 5/Year 6), F1A, F1B, F1C, (from Form 1/Year 7) and F2A and F2B (from Form 2/Year 8). Besides the three different age groups, the students selected also had varied background experiences: student P5A was one of the top achievers in the year group, with supportive parents and no older siblings; F1A had older siblings, but had suffered socially in the Prep School and believed she had a poor transition; F1B was academically and socially

confident, but had no siblings; F1C suffered from bullying in the Prep School and had special educational needs, but was both going through a smooth transition and felt hopeful about his future; F2A had also suffered from bullying in Prep School, but had a successful first year of transition and her grades had shown a vast improvement since primary school; F2B was a very confident student who was very popular in his year group and elected a Year Group Representative. It was decided not to use students who were new to the school in the interview process as their type of transition was very different to the purposes of this particular research – nevertheless, the topic was worth a research of its own.

The findings from the questionnaires and interviews were transcribed into visual data and coded for analytical purposes. A code is a word or short note that summarises the essence of the data being collected in qualitative research (Saldana, 2009). Open coding was used to define patterns and anomalies within the findings of this research. An open coding which catered for the various themes approached was also used at interview level as it allowed revelations to emerge over time.

4.8 Reviewing the draft questions and Launching Questionnaires

When put together meticulously, questions raised in a survey should try to encourage a unique kind of answer and all respondents should attempt to complete them (Stanford University, 2011). Furthermore, a questionnaire is a method that could easily help to generate data in a moderately brief time frame. Verma and Mallick (1999) discuss questionnaires that are designed for self-completion and for assisted completion. In educational research, self-completion questionnaires are preferable, as the latter does not allow the space for the respondent to fill the answers given at their own discretion (Denscombe, 2014). Following the guiding questions at the outset, a series of questions for survey purposes were formulated. Oppenheim (2001) agrees that questionnaires need careful planning and suggests, “questionnaires do not emerge fully fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights. In fact, every aspect of a survey has to be

tried out beforehand to make sure that it works as intended” (p. 47). However, for this study, the researcher decided to implement the draft set of questions on critical colleagues to optimize validity rather than a fully-fledged pilot.

Once these questions were trialled, the possibility of scrutiny, misinterpretation and formatting errors were revised and improved and sections of the questionnaires were re-drafted. Intervening in this manner led to some questions being reorganised. This review stage enabled the successful launching of the official web-based questionnaires. The stage took place in early August 2016. A useful observation made by Bryman (2001) is that “the pilot should not be carried out on people who might have been members of the sample that would be employed in the full study” (p. 155). Despite this observation, it was felt necessary to use respondents who had experienced working in the transition process and who had a vested interest in this area.

Following the review process, three different self-completion WBQs were launched on the school’s online database system, Firefly, which is deemed a secure site (Appendix 1 - Web-Based Questionnaire on Firefly for Prep 5 Students; Appendix 2 - Web-Based Questionnaire on Firefly for Form 1 Students; Appendix 3 - Web-Based Questionnaire on Firefly for Form 2 Students; Appendix 4 - Web-Based Survey on Firefly for Parents; Appendix 5 - Web-Based Questionnaire on Firefly for Staff). The self-completion WBQ would then provide personalised data as participants were able to express identifiable elements of their personal story.

The WBQs aimed to establish the most updated perceptions, insights and experiences on transition from a mixed cohort. Taking into account the educational experience of staff against the relatively fresh (yet relevant, first hand) judgment of students, perceptions were matched. The questions posed allowed for mixed responses, but remained faithful to the subject matter within a contained environment. The connections made between quantitative and qualitative data required some analysis to determine their usefulness towards the research.

The WBQ contained both open-ended and closed type questions. The former allows the respondent more freedom to answer in as much detail as desired or felt necessary and the latter gives more limitation to the responses (Reja et al. 2003). Students, parents and teachers had experienced working with the school's online platform, Firefly, for the past three years. Therefore, it was an easy process to set up the WBQs and fill them out. The overall purpose of all three questionnaires was to generate data and insights from a specific cohort on the stages of transition and then filter this information to be further explored at interview stage.

4.9 Interviews

The key question concerning the link between the questionnaires and interviews is the purpose behind using both methods within this research. Harris and Brown (2010) query whether the objective of an interview is to supplement or complement the questionnaire. Zohrabi (2013), on the other hand, states that interviews complement questionnaires. Within the context of this research, the interview was seen as the natural follow on from the questionnaire, allowing doubts to be cleared or other key points to be expanded upon. This helped to clarify doubts as well as expand upon areas of interest.

To strengthen the purpose of both questionnaire and interview, Bryman (2001) states that both methods interrelate well, although the interview helps to stipulate data from a different angle. The views of an interviewee can indeed provide rich information that gives the research a deeper meaning. Moreover, interviews allowed the interviewees to freely state their opinion about the areas they deemed most relevant. On the other hand, Denscombe (2014) argues that "interviews involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation" (p. 163). He also claims that interviews are "fraught with hidden dangers and can fail miserably unless there is a good planning, proper preparation and sensitivity to the complex nature of interaction during the interview itself" (p. 164).

Kvale (1996) affirms that “knowledge is understood as burned metal and the interviewer is a miner who unearths the valuable metal...(this) knowledge is waiting in the subject’s interior to be uncovered, uncontaminated by the miner. The interview digs nuggets of data or meanings out of a subject’s pure experience, unpolluted by any leading questions” (p. 3). With this in mind, the interviewer should assume a listener’s stance, and at the same time challenge the interviewee to develop answers to the fullest within a non-threatening environment. As the process unfolds and as the simplicity turns to multiplicity, the strands of knowledge are built upon through negotiation on the part of the interviewer with the interviewee. Legard, Keegan and Ward (2014) contribute to this by stating that “the researcher is thus an active player in development of data and of meaning” (p. 139).

In order to give more of a feeling of control to respondents, it was decided to employ the semi-structured interview method. This would open itself to more in-depth exploration, allowing respondents to enjoy the space and comfort to explore issues (Zohrabi, 2013). Informal and open-ended questions helped to gain more detail out of the interview rather than the use of closed type questions. Indeed, the semi-structured approach helped the two-way process to flow, as opposed to the idea of structured interviews that are more tightly constructed. All the same, such dialogue requires careful management in order not to become mere gossip. The aim of interviews is to establish a worthwhile and productive experience for all and, therefore, selecting the interviewees, as well as devising the different sets of questions for students and teachers, needs careful planning.

It was deemed a useful method to conduct face-to-face semi-structured interviews, using 6 students and 5 staff members. The student interviewees would be split up into 3 groups: one Prep 5, three Form 1s and two Form 2s. These students were chosen for the interview, having raised interesting and thought-provoking comments regarding their transition experience in the WBQ. For the interviews with staff members, five Senior School teachers agreed to participate, again teachers who had made worthwhile contributions to the WBQ process. The overall objective was to gain the insights into the thinking, knowledge and experiences of students recently

experiencing transition, as well as professional practitioners who were directly involved in transition either as a tutor or subject teacher. Their views would give the study more impetus and meaning.

Similar to the WBQs, an initial version of both sets of interviews were set up (Appendices 6 and 7 - Initial set of Interview Questions for students and teachers). Having tested the questions on a colleague, it was felt that some warm-up questions needed raising at first to 'break the ice', especially with the young interviewee. This would allow for a good rapport between interviewer and interviewee, enhancing more genuine feedback. It was decided to narrow down the interview from 10 to 9 questions for the students and from 13 to 5 questions for the teachers (Appendix 8 - Final set of Interview Questions for students; Appendix 9 – Final set of Interview Questions for teachers). This made the arrangement a more manageable one, not overburdening the interviewee's time and patience, and allowing more time value geared at each question, rather than rushing through an endless number of questions. The aim of formulating these questions was to acknowledge the social world as perceived by those being researched within the context, rather than assume the world as it is perceived by the outside observer (Stroh, 2000).

Within the interview itself, it was sensed that each singular question would easily be elaborated with much discussion amongst its participants. Had the interviewee foreseen a large amount of questions coming up, as would have been the case in the drafted versions, this experience would have been deemed as laborious and endless for those taking part. Thus, the final set of questions allowed for more informality, hoping that it would lead to a more sincere response at interview level. The student interview questions were as follows:

1. How are you getting along in Form 1 now that you have been here for a couple of months?
2. You've told us in the questionnaire you filled in for us, that moving on from primary to secondary was a nice experience for you. Thinking back to Prep 5:
 - a. What did you expect secondary school to be like?
 - b. What were you looking forward to about moving on to Form 1?
 - c. Did you have any worries about coming here? (*to the Senior School*)

- d. If yes, do you still have any of those worries?
 - e. If you have worries – who can you talk to about these?
3. Can you tell me three or more adjectives describing your feelings about moving to the Senior School?
 4. Did you like anything in particular during the transition ‘taster’ day? Can you remember other events that took place to help with transition?
 5. What support/information did your Prep Class teacher give you in Prep 5 about the Senior School?
 6. Can you describe your first day in the Senior School? How did you feel?
 7. Now that you have been in the Senior School for some time, can you give me at least 3 positive comments about your experience so far? (*only Form 2 students respond*)
 8. Can you give me 3 negative comments about your first experiences in the Senior School?
 9. How do you think the transition process could have been better? Is there anything more the Prep School or Senior School could have done to make the transition better?

The teacher interview would follow a similar structure to the student interview, although it veered more towards investigating what a teacher believed their role would be during transition. It also questioned their perceptions on how students developed through this period. The 5 questions were as follows:

1. What methods does St. Paul’s School implement to enable a smooth transition from primary to secondary school?
2. Could you tell me about your role within your school regarding transition?
3. What are the main obstacles and barriers to a smooth transition?
4. Is there a period of time during the first term when you assess how children have ‘settled’ and identify those who are showing anxiety? Once you have identified those showing anxiety what would you do?
5. From what you’ve seen of transition in your school, could you tell me three things that are successful about the system and three things that if you had a magic wand you would change?

A week prior to the interviews, questions were sent to each interviewee so that they could digest and give thought to the purpose of the interview. By implementing open-ended questions, it was felt that a space was left available to debate issues of a more personal nature. Having said that, the interviews themselves remained faithful to the original set of questions, although there was room for flexibility. In the majority of cases interviews flourished into very interesting and fruitful conversations, giving much insight regarding the transition process.

The interview was believed to be an effective method to follow the questionnaire as it cleared doubts and helped to expand upon the data collection. Bryman (2001) suggests that this kind of social research can easily be partial, and that such a factor creates challenges for the researcher. My 'insider position', having worked in this setting for a number of years, was an inevitable factor that needed to be taken into account. Cohen, Manion and Morrison (2011) postulate the subjectivity of the insider's position, stating that "the principal concern is with an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself" (p. 8).

In interviews, respondents can answer questions as they see fit in a democratic project. In an open form of research, a method that enables negotiation should be laid out to the respondents and a system of review placed into action. In the case of colleagues involved in the review process, questionnaires and interviews, the arrangement was more like a partnership, as I could discuss pertinent developments in a more informal manner. I kept a log as a reference, which was very useful to keep abreast of developments in this matter. Mindful of the key words, 'respect' and 'integrity' within every aspect of my research and to be taken into account as a requirement of the design and set-up, every step was taken to maintain a professional relationship based on openness and trust.

4.10 Ethics

Another method raised was how to tackle ethical considerations within the research. According to Banks and Armstrong (2013) the principal role of ethics is the welfare of the individual, but “the bigger picture includes the flourishing of the whole ecosystem” (p. 66). The issues raised with ethics address correct type of conduct, the qualities of the person’s character, and the responsibility towards others and the community. Within social research, ethics comprises of key features: the potential threats and advantages of the whole research process and outcomes; the participants’ right to share information, maintaining privacy and anonymity; and the researcher’s integrity. In recent years, the importance to adhere to standards of ethics has taken an advanced role in research. Research centres now make it policy that any researcher who involves human participants must submit an ethics approval document for institutional review before commencing the research (Banks and Armstrong, 2013).

Within this study, the three categories of stakeholders (students, teachers and parents) called upon to take part in this research would present some complex ethical issues to consider. Being a teacher-researcher, I needed to remind myself that I was a moral agent working within a social science research project. Therefore, as an inquirer, I was aware that I was answerable to the scientific community for any explanations or assertions carried forward from my data analysis. Confidentiality, anonymity and trustworthiness were key values were considered and I was fully aware of the issues involved, trying to find the dividing line as to how much privacy was possibly being violated when respondents opted to participate. Undoubtedly, my intention was to minimise such disruption to the greatest extent, but all the same, it was an immeasurable factor as to whether I was fully successful in this enterprise. Despite this, ethical considerations were taken into account during the research, following the Ethical Guidelines For Educational Research (BERA, 2011).

Cohen, Manion and Morrison (2011) suggest “fashioning a personal code of ethical practice” (p. 71), which took place at a tacit level. In this study, respondents and interviewees were kept informed of the research’s aim and development, and the

rights and dignity of participants was respected, having data used only for their original purpose. Issues of parental consent, voluntary participation, deception and confidentiality, quality control, copyright and data protection were thus handled as carefully as possible at a sustained level. Once obtaining the results from the WBQs, synthesized findings and data analysis were made available to all respondents on Firefly, the school's online database system. Respondents were therefore given the opportunity to consult and feedback if they had any doubts. This method helped to reassure authenticity of interpretation, consolidating the final reporting stage.

Anonymity could not be assured at any stage of the process because when the responses are given in Firefly, the name of the respondent is given to the researcher. However, I tried to assure confidentiality as much as possible. Ethical considerations were also followed accordingly when the researcher made available to the interviewees parts of the data collected in the WBQs, so that they could have a better understanding of the scenario.

4.11 Selecting an appropriate method towards collection of data

Lewis and Nicholls (2014) make an interesting statement about the appropriateness of the methods for collecting data: although the design needs to be “clearly defined with coherence between research questions and methods, generating valid and reliable data”, social research always “involves an element of the unknown” (p. 74). Two different types of groups of data that could be implemented could be classified as either homogenous or heterogeneous. Homogenous groups are those that work within a similar social setting whereas heterogeneous groups involve a mixed, diverse group who are put together in the same cooperative group (Alstad-Davies, 2015). The sample group in this study could be considered as a homogeneous group, as respondents to questionnaires and interviews all belonged within the same setting.

As mentioned earlier in this chapter, a mixed method approach was implemented and would prove to be beneficial in generating both qualitative and quantitative data

provided that both methods, as well as the data collected could be delineated (Ritchie, 2014; Torrance, 2012). It was felt that the data collection employed in this particular enquiry could combine quantitative and qualitative methods in a resourceful way. Denscombe (2014) marks a caveat, stating that “the researcher should appreciate that different methods might point in a similar direction but are unlikely to meet at some precise, unequivocal point of reality” (p. 134). Thus it is crucial that “the researcher should avoid the assumption that the use of methodological triangulation can prove that the data or analyses are absolutely correct” (p. 134).

With this in mind, data collection must be carefully planned to allow the research questions to be addressed with as much precision as possible, ensuring its validity and reliability.

4.12 Respondent Validity and Triangulation

Applying philosophical and epistemological issues into research can be seen as difficult to conduct and thus undesirable and unnecessary (Schraw, 2013). Nevertheless, Scott and Usher (2011) feel that philosophical issues do indeed have validity within research and claim that such concerns are “what researchers silently think about” (p. 10). Another method to consider was how to carefully handle the emerging data within this research to secure their validity and reliability. On top of this, as new concepts arose, logical reasoning and reflexivity were necessary to head in the right direction (Shields, 2015).

Torrance (2012) best describes respondent validation, or member checks, as a method that “involves research participants responding either to forms of initial data, for example, transcripts of interviews, or observations of activities, in order to check them for accuracy, or to first drafts of interpretive reports to respond, again, to their accuracy, but also to the interpretive claims that are being made” (p. 114). In this manner, the initial data can be checked for accuracy, and respondents will be called

upon to comment further on the situation, as they perceive it. This method will more than likely give light to further evidence and the data being modified. Following the WBQs, I believed that the interview phase of the research was an appropriate validation method in an attempt to strengthen the credibility of the whole study, and in this way served as a form of triangulation. It was also used as a means to double-check authenticity and proper interpretation. Ultimately, it gave the researcher an enhanced self-assurance when completing the final stage of reporting.

Given that the data sought in the research was not available for direct observation, the connection between quantitative and qualitative data needed a procedure to enable a fair comparison. This is a crucial method when assuring research quality, but the extent to which both can be used towards research is debatable. The research had to establish its parameters for examining the extent to which the data were valid or reliable. Within an empirical research, such indicators are perceived as vital for securing the quality of the data (Bryman, 2001).

Lincoln and Guba (1985) suggest that rigour is necessary within a study in order to give further value to the research. These writers set four criteria for this:

- Credibility – giving integrity to the research data;
- Dependability – consistency within the data that can be used again;
- Confirmability – showing neutrality in the findings without researcher bias, motivation, or interest;
- Transferability – making the findings applicable within different contexts.

In order to apply this criteria to the research, a table was produced to give it further meaning:

Strategies to Determine Rigour

Approaches to rigour	Strategies
Credibility	Prolonged engagement and persistent observation. Triangulation. Peer debriefing. Member checking.
Dependability	Audit trail. Reflexivity.
Confirmability	Audit trail. Reflexivity
Transferability	Thick descriptions.

Figure 8 - Approaches to Rigour and Strategies (Adapted from Lincoln and Guba 1985)

Although the research involved a small group of WBQ respondents and interviewees within a singular setting, the qualitative data in this case would be “oriented to the contextual uniqueness and significance of the aspect of the social world being studied” (Bryman, 2001, p. 272). Bearing this in mind, it was believed that credibility was evident, with the method of using triangulation serving as a driving force.

Cohen, Manion and Morrison (2011) define triangulation as the use of more than one method in data collection, giving more power to validating the research. Multiple or mixed methods enhanced the overall picture offering a convergence of results. The quantitative (statistical analysis and inference) and even larger qualitative (exploratory investigation and inference) findings from the interview process enhanced ideas.

The dependability of the research is important as it establishes the researcher’s findings as consistent and recurrent (Anney, 2014). In this manner, the aim is to justify how findings are consistent with the raw data that have been gathered. When looking over data, the researcher will arrive at similar findings, interpretations, and conclusions to what was initially expected through his own experiences, as well as what was discovered in the literature review.

Confirmability, defined by Pandey and Patnaik (2014) as the degree to which others concur or corroborate with the findings is maintained in terms of trustworthiness of findings, capturing the essence of what makes an effective transition to a specific cohort without bias or misinterpretations. According to Moustakas (1990), each qualitative research is unique in itself and heuristic, and the researcher may adopt his/her own methods to document the rechecking of data. Also, the researcher might unearth negative factors that disprove earlier predictions, playing devil's advocate as well as ensuring confirmability.

To conclude this section, measuring the validity of data will prove to be an issue that needs careful attention at the early stages of the research design. The question of transferability could have been tricky given the closed setting, yet it was shown that many of the data findings on the transition process within this particular context are transferable to multiple contexts.

Having discussed validity and reliability as methods implemented in this research, the next section will now focus on the limitations faced by the researcher.

4.13 Limitations to the Research

One must accept that there will be a tendency towards natural tentativeness when supporting the researcher's assertions and therefore acknowledge limitations. Denscombe (2014) states that when the social researcher assumes neutrality, they should make it clear to the reader that all research is not value free. The information brought out within this particular research is first-hand experience, engaging itself with my own personal involvement in the transition process, a limited literature review, and a critical exploration of the expressed views of a selection of students, parents and teachers. In this respect, the human experiences as the centre of attention, are not to be ignored. A caveat, sounded by Denscombe (2014), raises a point, however. Phenomenology, a philosophical term for a process which explores

the experience as people live them, is not concerned so much with the occurrences themselves, but how events get interpreted by those involved (von Manen, 2007; Denscombe, 2014). How a group of people of mixed ages made sense of their own world of transition, in phenomenological terms, was of key interest to me.

If the research process is simply a matter of pursuing the correct methods and procedures, thus portrayed as mechanistic and algorithmic, it will take out the element of being a social practice as well as reflexive questioning (Mota and Scott, 2014). However, reflexivity is a crucial element as it is a procedure that researchers need in order to recognise, examine and understand their own social surrounding (Hesse-Biber and Leavy, 2011). Suppositions made by the researcher can intervene positively in the whole process. Seeing that the practitioners' views have a major role to play in the research, the mechanistic element therefore takes on a slightly more subliminal role.

Ormston et al. (2014) address a conundrum that "there are no fixed or overarching meanings because meanings are a product of time and place" (p. 9). It is inevitable that the researcher will tackle the interpretations of respondents and make his/her own interpretations as well. Yet, this subjective understanding will give further depth to an already intricate set of variables.

As the research took shape, I needed to determine what was indeed possible and feasible to manage given the limitation of time and availability. Ideally, I would like to have tackled a greater range of issues, but it was felt in the early stages that the questionnaire needed a precise purpose and easy access in terms of ideas. One particular constraint was linked to the sense of ambiguity in certain questions raised, as they would have given personal bias. The respondents' experience might have even given exaggeration to the responses. Following the advice of critical colleagues during the review stage, I was made aware of the possibility of ambiguity, imprecision and assumption, but at the same time came to realise that these elements may remain even after re-drafting the questionnaire.

When evaluating questionnaires, Denscombe (2014) gives a useful set of criteria: full information on the study is provided; information is accurate; there has been a satisfactory response rate; and ethics have been maintained. It was felt that the WBQs presented some limitations as the responses needed to be concise in nature. In the introductory message to respondents, I purposely added the expected average time spent on completion hoping that this would encourage more participants to reply. Following the advice of critical colleagues and from my own experiences filling out questionnaires, I also believed that it was vital to make the online process user-friendly and the questionnaire straightforward to complete. Given the number of respondents, especially young students, it can be quite tedious to fill out what may seem an endless amount of questions. The expected average time spent filling out the on-line questionnaire was approximately five minutes. The researcher felt that this was a reasonable amount of time to spend on a given web-based questionnaire. The format of this was simple: question types were grouped for the sake of convenience and systematically addressed.

It is generally more difficult to reach out to parents than for students. Factors that may have caused this could possibly include the language barrier, time constraints or even parents' disengagement. Moreover, it is easier to remind students considering the immediate contact and communication tools available in school. Thus this limitation resulted in a reduced response rate of participation from parents.

It was felt that the two methods applied for collating data (the WBQ and the semi-structured interviews) were suitable to investigate the research question, both distinguishing effects of transition from various perspectives. Nonetheless, both methods naturally have their weaknesses, constraints and limitations that needed to be accounted for. For example, engaging the large amount of participants in a WBQ, in order to validate results, was not an easy endeavour. Furthermore, a WBQ is an easy tool to obtain quantitative data, and there is a danger that this overshadows the qualitative data necessary for the success of this research. The WBQ also does not allow for direct interaction between the researcher and the respondents which may lead to superficiality and ambiguity. Comparing and contrasting the results of the

five different WBQs (Prep 5, Form 1, Form 2, parents and teachers) was also challenging as the questions needed to fit the context of each respondent. Interviews, as opposed to questionnaires are considerably more time consuming.

Another issue I had to contend with when deciding to distribute questionnaires via the virtual platform, Firefly, was that such a tool did not allow for total anonymity. When obtaining reports from Firefly, the name of respondents who have submitted or not submitted the task is viewable, and this may be undesirable when the respondents are known to the researcher.

Another limitation that deserves mentioning is the ‘insider position’ of the researcher. Having spent 23 years in this particular setting and having been immersed in the area of transition over the past 10 years, the risk of giving too much emphasis to my experiences and not perceiving the matter from ‘outside the box’ was necessary to acknowledge. On the other hand, such personal experience also needed to be appreciated within this particular framework. From the perspective of the methodology implicated, the need to recognise my research bias and its limitations were vital in order to safeguard the integrity of the entire study.

4.14 Concluding remarks on Methodology

This study aims to address transition concerns within a single setting by longitudinally examining the perceptions of students, teachers and parents against the available literature. Its objective is to suggest enhancements to transition programmes with a focus on continuous intervention from the late primary school stage well into the secondary school.

This chapter discussed the general methodology and methods employed in this research on transition, laying out the structure of the process adopted. The following chapter will uncover the emerging data that were collected from the WBQs and interviews.

Chapter Five: Data Collection and Analysis

5.0 Introduction

The data collection is a combination of the information obtained from students, parents and teachers in the form of questionnaires and interviews (Appendix 1 - Web-Based Questionnaire on Firefly for Prep 5 Students / Appendix 2 - Web-Based Questionnaire on Firefly for Form 1 Students / Appendix 3 - Web-Based Questionnaire on Firefly for Form 2 Students / Appendix 4 - Web-Based Survey on Firefly for Parents / Appendix 5 - Web-Based Questionnaire on Firefly for Staff / Appendix 8 - Final Set of Interview Questions for Students / Appendix 9 - Final set of Interview Questions for Teachers).

In August 2016, students from three different year groups, who were directly or had been recently involved in the transition process at St. Paul's School, were sent an online questionnaire simultaneously (Appendices 1-3). The three year groups totalled 223 students, 77 in Prep 5/Year 6, 70 in Form 1/Year 7 and 76 in Form 2/Year 8. From this initial pool, 218 were given consent by their parents to take part in the research, in accordance with the Ethical Guidelines for Educational Research (BERA, 2011) (Appendix 10 - Consent Letter). In 5 cases, (4 in Form 1/Year 7 and 1 in Form 2/Year 8) parents did not consent to the letter of ethics for unknown reasons. A reflection on this would point to the following: parents preferring not to allow their children to take part because of legal issues; health issues; or privacy. Bearing in mind that these families might have been going through a sensitive period, I chose not to pursue the reason for the consent denial. Following the analysis of the 218 questionnaire results (Appendix 11 – Prep 5 WBQ responses / Appendix 12 – Form 1 WBQ responses / Appendix 13 – Form 2 WBQ responses), 6 students were selected from each of the three year groups to form the interviewee cohort.

With reference to analysis, two approaches used, content analysis and thematic analysis, are prominent methods used for the analysis of data. Both have been

applied to a wide range of phenomena (Neuendorf, 2019) and are used interchangeably, as boundaries between them have not been clearly specified (Vaismoradi, Turunen and Bondas, 2013). Content analysis tends to work with suitable coding systems and converts qualitative data into quantitative data, whereas thematic analysis distinguishes themes that are analysed repeatedly. These themes are therefore refined and can be used to support or challenge existing theories, with specific examples of data or quotes being used as supporting evidence (Neuendorf, 2019). The researcher did not follow any of these two approaches specifically, though there was overlapping of both thematic and content analysis.

Two weeks after the student questionnaires were launched, a questionnaire was sent out to the parents of all 70 Form 1 students via the school communication manager (Appendix 4 – Parent Questionnaire). The information obtained from these questionnaires had a further impact in providing immediate feedback to the Head of St. Paul's, who was interested in carrying out a survey for all transition groups (Pre-prep to Prep – Infant to Primary / Form 5 to the 6th Form – IGCSE to IB) (Appendix 15 - Parent Questionnaire Results). Out of a pool of 150 parents, there were 87 replies. At first, the response rate was fairly low. However, a number of reminders were sent in the next 4 weeks resulting in an increase in participants (61% responses).

For the teacher questionnaire (Appendix 5), sent at the same time as the parent questionnaire, there was a 79% response rate out of a pool of 41 teachers. These teachers were from the Senior School. Five of these teachers were also interviewed at a later stage.

For respondent comfort and data collection, the web based questionnaires (WBQs) alternated between tick box and open-ended questions, resulting in both quantitative and qualitative data. The questionnaires were sent out via the school's virtual learning environment (VLE), Firefly. This platform allows the researcher to create a questionnaire and send it off as a task to different groups of people, classified by year group, tutor group, teacher sets, subject sets, etc. Once launched, a complete list

of respondents who have submitted or not submitted the task is viewable to the person carrying out the questionnaire (Appendix 16). Therefore, this platform does not allow for total anonymity. Nonetheless, from a researcher standpoint, data were looked at primarily as a collection of a large number of responses, shifting the emphasis from the knowledge of the individual to the knowledge of the group. This approach, core to the development of the project, avoided judgment of the respondents' history, and supported an impartial interpretation of the responses. From a different perspective, however, it was useful connecting the respondents' feedback and background when selecting those to be interviewed.

5.1 Student Questionnaire Responses

In order to attain the objectives of this research, data analyses are carried out to a) outline the perceptions concerning transition of Prep 5, Form 1 and Form 2 students; b) identify the factors that led to those perceptions (cause/effect) and unveil key aspects, positive or negative, of transition from a student's perspective; c) analyse anomalies and devise further questions for the interview stage.

For each student, a number of questions were set out quantitatively in order to promote reliability, dependability, consistency and replicability, avoiding misinterpretations of the questions and maintaining a focus on the research question (Cohen, Manion and Morrison, 2011). This data were then collated and coded for interpretation through graphs and tables, producing a range of statistics. Complementary responses to this data were obtained at a later stage, the interview process. In addition, these qualitative-type questions allowed for open-ended responses, revealing more personal experiences and insight. This information was also classified and interpreted. Some questions were applied to all year groups, although needed slight alterations to fit the specific cohort.

Addressing the research title, Social and academic adjustments within transition from primary to secondary school, the data were broken down into sections (Appendices 17 and 18) with the following guiding questions in mind:

How long does the transition process last?

How does the environment / experience influence perceptions within transition?

What are the perceptions of transition students in relation to their new social interactions?

What are students' perceptions on academic adjustment?

What are the students' recommendations towards transition?

The following section will give light to this.

5.1.1 How long does the transition process last?

From the literature review, one of the points that needed addressing was that transition cannot be perceived as a short-term event. Conversely, young students should be expected to adjust to the following areas over a longer period of time: setting, unfamiliar working habits, new rules and routines, and interaction with a new set of adults and peers (Sanders et al. 2005). Therefore, the following set of questions and responses extracted from the student questionnaire will explore this at a greater depth.

A. Since when did you start thinking about your move to the Senior School?

This question was sent to Prep 5 and Form 1 students. It was felt that having already spent a year in the Senior School, many Form 2s would not remember the time with as much precision as the other two year groups.

Response	Prep 5 Number of Respondents	Form 1 Number of Respondents
Before Prep 1	5	2
Prep 1	3	3
Prep 2	3	0
Prep 3	13	7

Prep 4	29	27
Prep 5	15	20
Not sure	9	7
Total	77	66

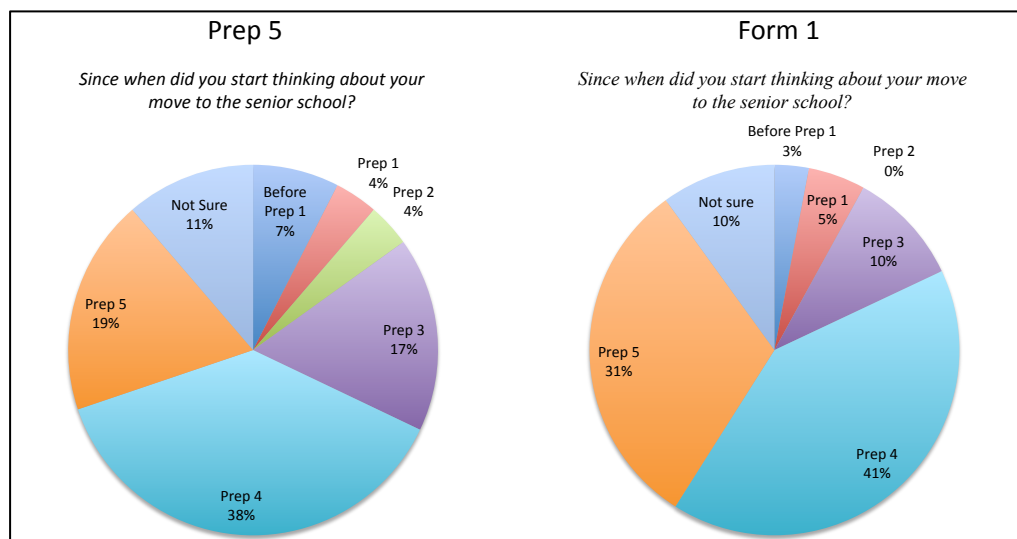


Figure 9 – Since when Prep 5 / Form 1 started thinking about transition

From the data collected, there was a clear resonance from both year groups that students had started to anticipate the move two or three years earlier, particularly when they were in Prep 4 (38% in Prep 5 and 41% in Form 1). 19% of the Prep 5 students and 31% of the Form 1 students affirmed that they had only started thinking about transition one year prior to the move, whilst 17% of Prep 5s and 10% of Form 1 students answered that this happened three years earlier.

B. Were you present on any of the transition days?

It was expected that the majority of Form 1 students would have confirmed attendance during the transition day, as this was a school calendar event, which took place three months prior to the transfer. The pie chart below confirms this:

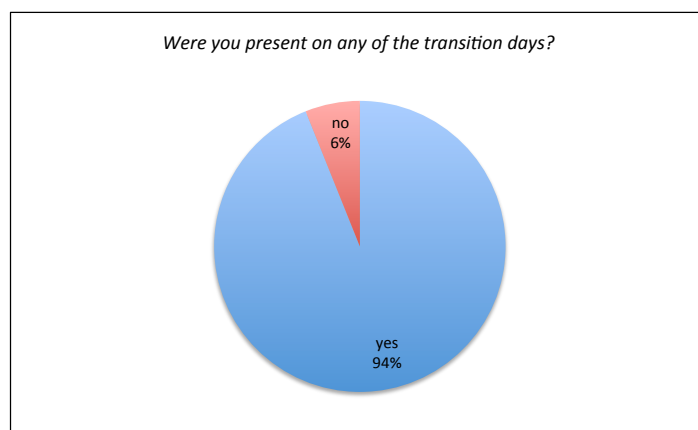


Figure 10 – *Were students present on transition days?*

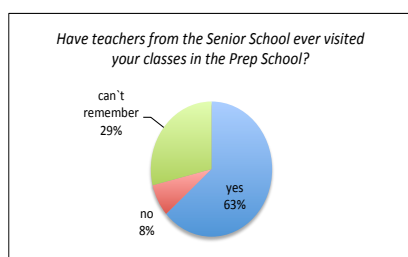
From the 66 students who responded, four fit into this category. One of them was absent on the transition day. This particular student moved countries and therefore further information could not be pursued.

C. Have teachers from the Senior School ever visited your classes in the Prep School?

This question was addressed to Prep 5 and slightly reworded for Form 1 students. A positive result found is that over half (63% in Prep 5 / 68% in Form 1) of the students in both year groups recollect having Senior teachers visit the Prep School in the past. That said, an optimum result of 75% or more would have been desirable. The students who replied “no” or “can’t remember” sum up to over a quarter (37% in Prep 5 and 32% in Form 1) of the cohort.

Prep 5

Response	Number of respondents	Percentage value
Yes	49	63
No	22	29
Can't Remember	6	8
Total	77	100



Form 1

Response	Number of respondents	Percentage value
Yes	45	68
No	8	13
Can't Remember	13	19
Total	66	100

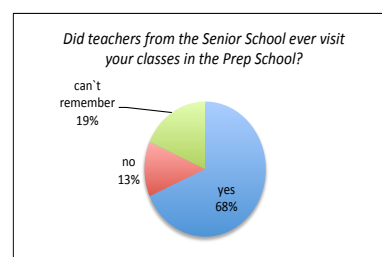


Figure 11 – *Prep 5/ Form 1 Responses on whether teachers visited Prep Classes*

D. *At the end of the Prep School, did you feel prepared to move into the Senior School?*

This question was set for the Form 1 and 2 students only given that Prep 5 students had still not transferred to the Senior School. The results show that most students (79% in Form 1 and 60% in Form 2) felt confident for the start of the Senior School. However, the number of students in Form 2 who said they had felt unprepared at the end of Prep 5 is twice the amount of those in Form 1 (14 Form 1 students over 30 Form 2 students).

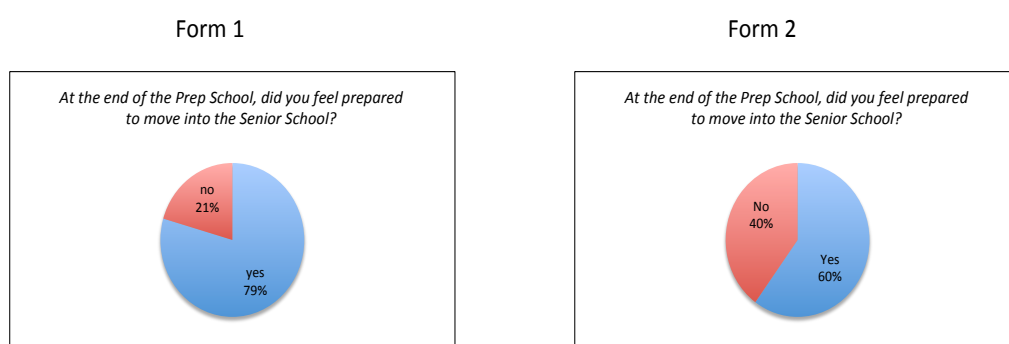


Figure 12 – Form 1 and 2 responses on whether they felt prepared for the Senior School

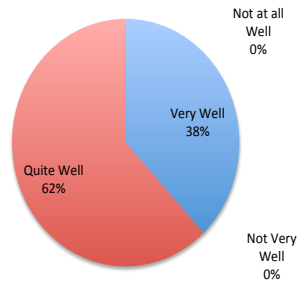
E. *Overall, how are you settling in?*

Results from this question are positive, indicating that 100% of the students who have transferred to the Senior School have settled in well or very well. In some of the comments made by these students, the reasons to having settled in refer to how teachers had helped them in various ways to settle in: for example, by providing them with help in getting to know the routines of the Senior school; by relaxing the rules and not being as strict as what they had at first predicted; by implementing procedures to help students adapt; and by having visited them when they were still in the Prep School.

Form 1

Response	Very Well	Quite Well	Not Very Well	Not at all Well	Total
Number of respondents	25	41	0	0	66
Percentage value	38	62	0	0	100

Overall, how are you settling in?



Form 2

Response	Very Well	Quite Well	Not Very Well	Not at all Well	Total
Number of respondents	22	53	0	0	75
Percentage value	29	71	0	0	100

Overall, how do you feel you have been settling in?

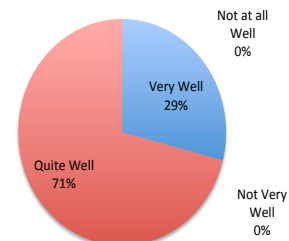


Figure 13 – Form 1 and 2 responses on how well they are settling into Senior School

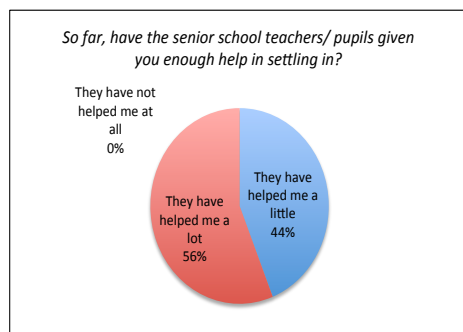
F. So far, have the Senior School teachers/ pupils given you enough help in settling in?

For the same reason stated for the above question, this was only given to Form 1 and 2 students due to the context. Similar to the previous question, the results from the Form 1 group are very encouraging, showing that 100% had received some support during their transition. Although the Form 2 responses were still positive on the whole, students felt less support had been given to them compared to the Form 1 students.

All the same, the data suggest that more help could have been given by teachers and students, as in total 73 Form 1 and 2 students stated that they were given little help. The fact that only one out of 141 students felt they were given no support represents a positive overall outcome.

Form 1

Response	Number of respondents	Percentage value
They have helped me a little	29	44
They have helped me a lot	37	56
They have not helped me at all	0	0
Total	66	100



Form 2

Response	Number of respondents	Percentage value
They have helped me a little	43	57
They have helped me a lot	31	41
They have not helped me at all	1	2
Total	75	100

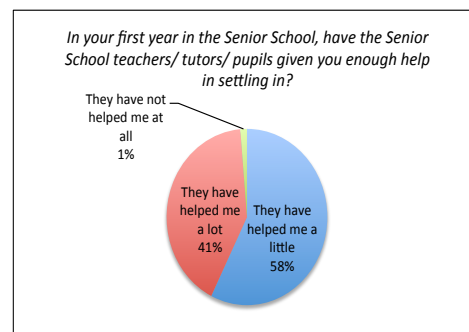
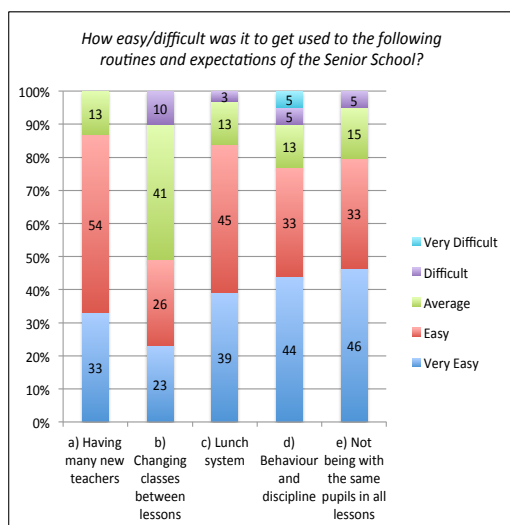


Figure 14 – *Form 1 and 2 responses on how much senior teachers and pupils have helped them in settling in*

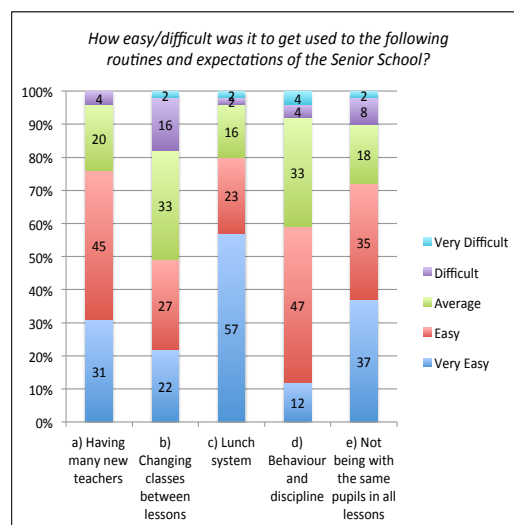
G. *How easy/difficult was it to get used to the following routines and expectations of the Senior School? a) having many new teachers; b) changing classes between lessons; c) lunch system; d) behaviour and discipline; e) not being with the same pupils in all lessons*

The results in this question suggest that a majority of students have found the expectations of the Senior School easy or very easy in most aspects. One routine that caught my attention, however, was when students had to change classes between lessons. In both Form 1 and 2, the results for this routine showed over 50% responses of average, difficult or very difficult. Reading some comments made by students, some referred to the fact that many times, they found it confusing finding which classes they needed to go to. Another comment stated that in the first three days of Senior School, teachers helped the students find the classes, but perhaps this would suggest more time could have been given to this. When looking into behaviour and discipline as a routine, although a majority of students found it easy or very easy (Form 1 – 77%; Form 2 – 59%), there were students who stated that this aspect was very difficult (Form 1 – 5%; Form 2 – 4%). Comments made by students suggest the fear of receiving a sanction (i.e. detention) for being late to lessons or not meeting deadlines.

Form 1



Form 2

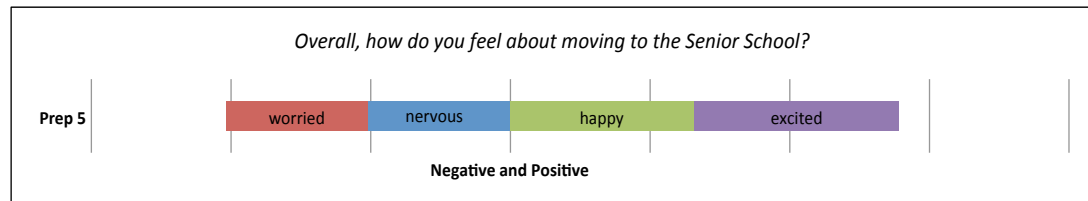
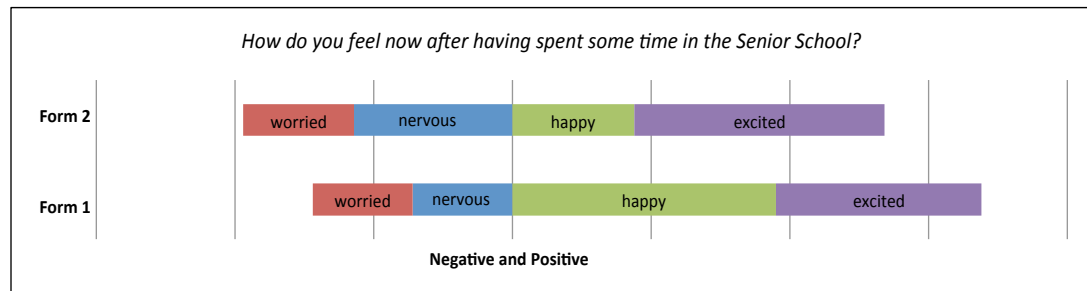


Form 1 and 2 responses	Very Easy	Easy	Average	Difficult	Very Difficult
a) Having many new teachers	32%	49%	17%	2%	0%
b) Changing classes between lessons	23%	26%	37%	13%	1%
c) Lunch system	48%	34%	14%	3%	1%
d) Behaviour and discipline	28%	40%	23%	5%	4%
e) Not being with the same pupils in all lessons	41%	34%	17%	7%	1%

Figure 15 – Form 1 and 2 responses on how easy / difficult it was to adapt to routines

H. How do you feel now after having spent some time in the Senior School?

This question also relates to the process of transition once the students have experienced being in the Senior School. The feelings (nervous, excited, worried, happy) show varied patterns across the two year groups. For Form 1, it suggests that a vast majority of students are excited and happy, whereas fewer of them feel nervous and worried. In Form 2, a large percentage of students state that they are excited, although over 50% replied “no” to being happy. Similar to the Form 1s, more students state that they are not worried, however in contrast, over 50% state that they felt nervous.



	nervous	worried	happy	excited
Form 2	57%	40%	44%	90%
Form 1	36%	36%	95%	74%
Prep 5	51%	51%	66%	73%

Figure 16 – Feelings about the move to Senior School

5.1.2 How does the environment / experience influence perceptions within transition?

The following section will address the results of the questions raised about students' feelings about the new environment before, during or after transition.

A. *Can you give three words/statements that you felt about before moving to the Senior School?*

The aim of this question was to see whether students in Prep 5 and Form 1 had similar feelings about the transition and to point out the choice of words used (Appendices 11 and 12). “Excited” and “happy”, as well as “anxious”, “nervous”, “worried” and “scared” were the most commonly used by both groups; although it is worthwhile mentioning that some of these terms had been used by the researcher in

the questions themselves and this might have influenced the student. Other words used by the students which caught my attention, were “brave”, “confused”, “unprepared” and “proud”. The first three words denote the students’ perception of the new environment feeling foreign to them, meaning that their induction to the new environment had not been efficient enough. On the other hand, the term “proud” would indicate the feeling of achievement and readiness for the next phase of life. The results show that overall the Prep 5 cohort displayed more positive feelings towards transition, with a higher percentage of students highlighting the words “excited” and “happy” as opposed to “nervous” and “worried”. On the other hand, the Form 1 cohort stressed the words “anxious”, “nervous” and “scared” over “excited” and “happy”. Despite these slight differences, the overall picture portrays a balanced mixture of positive and negative feelings.

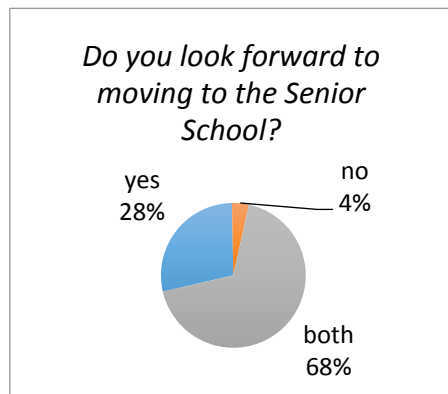
B. Overall, how do you feel about moving to the Senior School?

This question related strongly to the previous one, although it was aimed at the Prep 5s only, using the terms “nervous”, “excited”, “worried” and “happy”. The results all affirm that the majority of students feel a mixture of these emotions. Fewer students reported feeling nervous (51% - 39 students) or worried (51% - 39 students), whilst more students reported feeling excited (73% - 56 students) or happy (66% - 51 students).

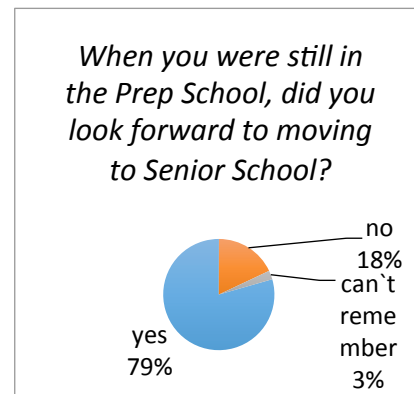
C. When you were still in the Prep School, did you look forward to moving to Senior School? a) If yes, was there anything in particular you were looking forward to about going to Senior School? b) If not, was there anything in particular you were worried about?

This particular question was set for Form 1 and 2 students and rephrased slightly for the Prep 5 group who were asked if they were looking forward to moving to the Senior School.

Prep 5



Form 1



Form 2

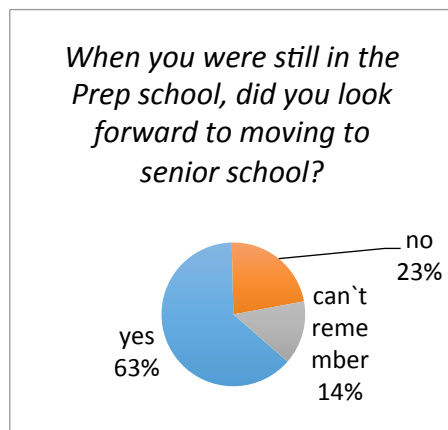


Figure 17 – Responses on how much students were looking forward to Senior School

The vast majority (68%) of Prep 5 students had mixed feelings about how they were looking forward to the Senior School. About a quarter (28%) of these students were affirmative in their answers, although two students (4%) replied that they were not looking forward to the change. The Form 1 responses were more positive, with 79% affirming that they were looking forward to the move and 18% stating the opposite. In Form 2, results were also positive, with 63% showing affirmative and 23% not.

When asked what students were particularly looking forward to, 28 students across the three year groups expressed feelings related to freedom and independence. 19 Students mentioned looking forward to being able to use their mobile phones in school during break times. 28 Students also mentioned the prospect of learning new

subjects and 1 Prep 5 student commented on being together with their older siblings or cousins.

Some of the worries that were expressed by students related to the academic demands of the Senior School including doing poorly in tests (27 students), retention (3 students), having much more homework (20 students, 12 in Prep 5), getting strict teachers (7 students) and getting detentions for poor work (8 students, 7 in Prep 5). There was also apprehension about being the youngest students in the Senior School and feeling small compared to others.

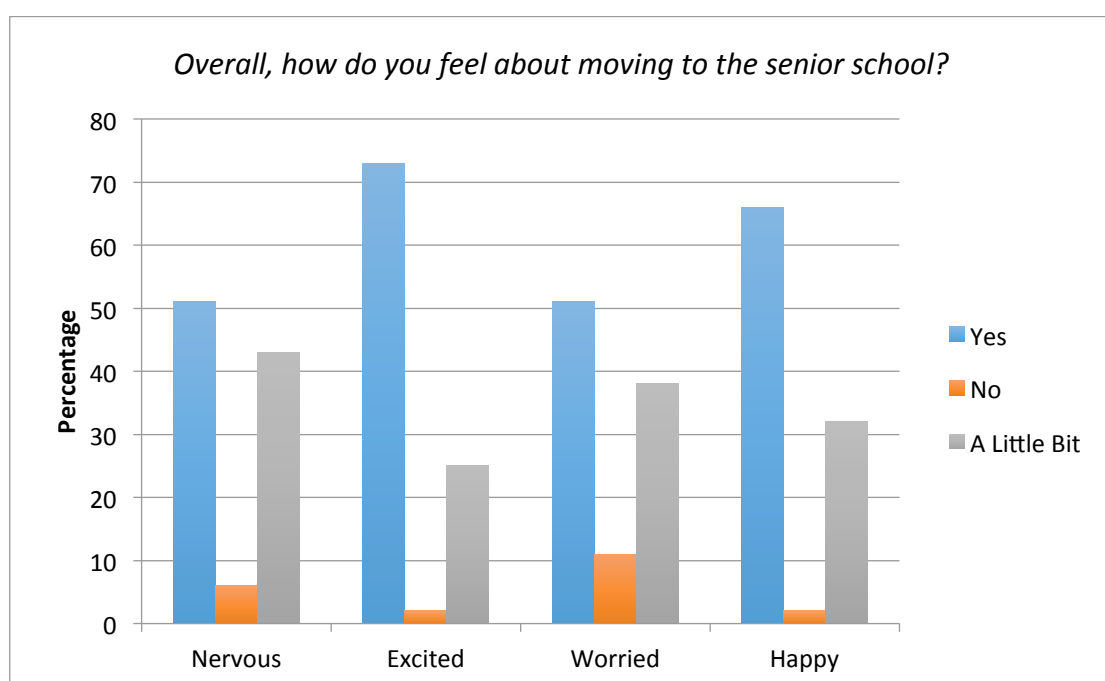


Figure 18 – *Prep 5s feelings on moving to the Senior School*

D. *Do you have older siblings (brother/sister) who are/were in the Senior School? If yes, did they ever describe the Senior School? Can you remember any thing they had to say about it?*

These questions were sent to Prep 5 and Form 1 students, as they related more to students who were freshly experiencing the change to the Senior School or who were about to experience it. One of the points that I felt needed addressing with this particular question was how positively, or negatively, older siblings were portraying

the move to the Senior School and how this information impacted on students' perceptions of transition.

From the responses given, it was observed that students valued the opinions of their older siblings and the responses from the third party were, in the majority (11 positive responses in Prep 5; 12 positive responses in Form 1), reassuring regarding the adaptation process. The Senior School was often described as an academically challenging environment with a rigid set of rules and sanction system. Underlying these conceptions, the importance of addressing and developing students' organisational skills was noted. This intervention would better prepare them for the transition and ease their concerns as regards to helping them cope with academic demands (including homework and testing) in the Senior School. The environment was also described by siblings as a stimulating one, and in which students perceive themselves having more freedom of choice and responsibility for their achievements.

E. Have the Prep teachers talked to you about any of the following things before going to the Senior School? a) having many more teachers in Senior School; b) changing classes between lessons; c) lunch/break system; d) behaviour and discipline; e) having new subjects; f) not being with the same pupils in all lessons.

This particular question was set for Prep 5 students and rephrased slightly for the Form 1 and Form 2 groups. The idea behind this question was to assess the perceptions of the three year groups in terms of their recollection of what Prep teachers had informed them about the Senior School. An extra question was asked to the Prep 5s related to rewards and sanctions and the results show that 37% of the students recollect having been explained about this. This question was not included in the data below to allow a clearer comparison of the results.

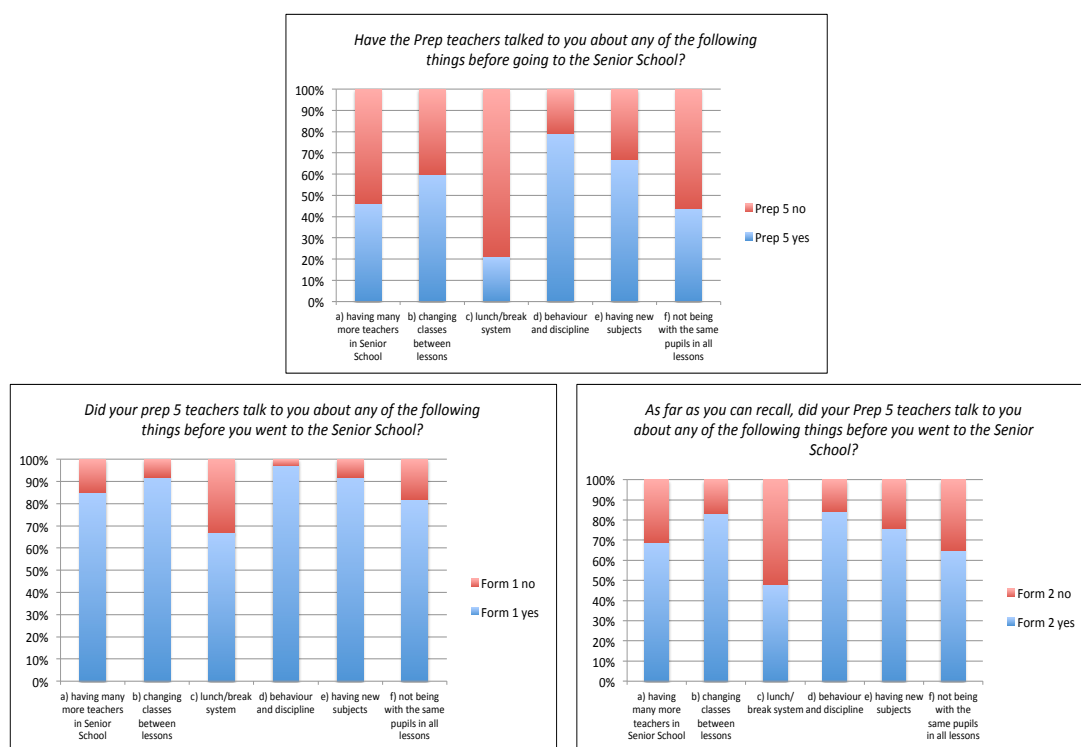


Figure 19 – Responses on what Prep 5 teachers had discussed regarding Senior School

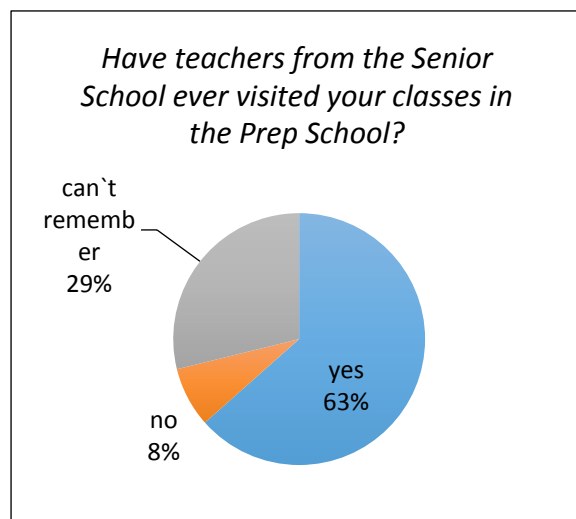
Form 1 has the highest affirmative responses, having recently been involved in the transfer from the Prep School to the Senior School. Despite this initial view, we can also affirm that the Form 2 students have high affirmative responses. This may be attributed to the larger gap in time that Form 2s had been exposed to the induction process. When the questionnaire was sent to Prep students, the Head of that year mentioned that focused talks about transition were yet to take place with this year group. This validates the results in the table above and is confirmed by some of the comments made by Prep 5 students in section 5h (Appendix 11).

Other relevant information extracted from this question is the students' acknowledgement of the importance of independence and good organisational skills. Students perceived homework and tests as being more challenging areas and subjects of higher academic demands. The tutor role and setting of tutor groups have also generated interest amongst students. Other areas were also mentioned: punctuality, uniform, timetable and diary changes.

F. *Have teachers from the Senior School ever visited your classes in the Prep School? If yes, what did they do? a) talk in an assembly b) talk to you on your own c) watch your class working d) teach your class e) other (please describe)*

This question was addressed to the Prep 5 and Form 1 cohorts. The aim was to measure the amount of Senior teacher-student contact whilst still in the Prep School. Again this relates to the importance of links between the two schools, which is believed to be a large component to a successful transition.

Prep 5



Form 1

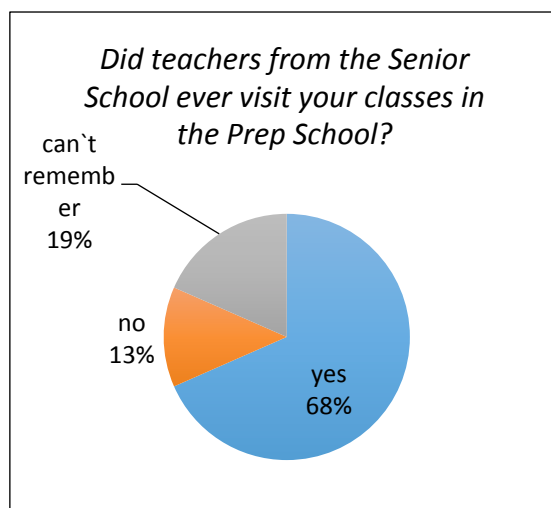


Figure 20 – *Had Senior School teachers visited Prep classes?*

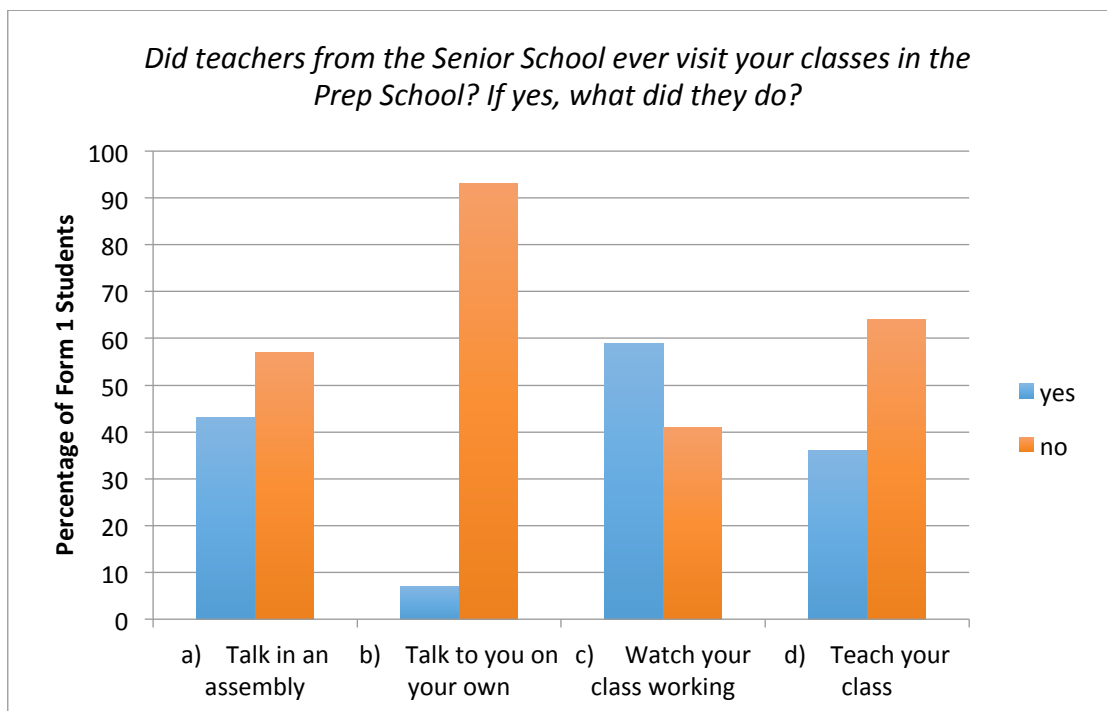
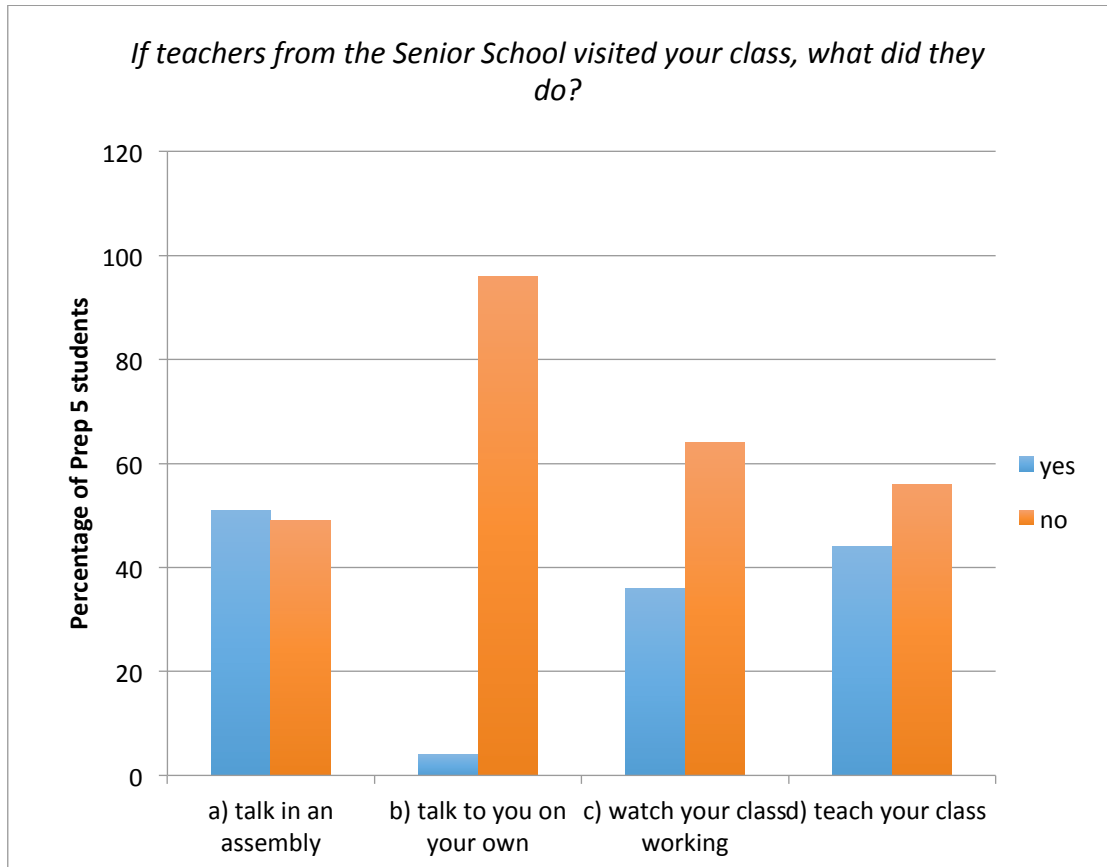


Figure 21 – *If Senior teachers had visited Prep classes, what did they do?*

The results indicate that 68% of Form 1 students had experienced more visits from Senior School teachers than Prep 5 children (63%).

From the data collected we can conclude that the quality of the interactions that occurred during assembly talks showed an improvement from one year to the next, as 41% of Form 1s affirm having talks by Senior teachers in assembly against 59% who answered negatively. Interestingly there is a shift in responses in Prep 5, showing that 51% remembered such talks against 49% who did not.

G. *If you were present during the transition days, what did you do there? a) met Head of Year; b) met other teachers; c) met other Senior pupils; d) had 'taster' lessons; e) saw other classes working (Form 1, Form 2, etc.); f) had a tour of the Senior School; g) was free to wander around; h) enjoyed break period; i) other (please describe).*

This question, directed only at Form 1 students, aimed to draw out the perceptions of their experiences during the transition day; the expectation was that results would be overall positive.

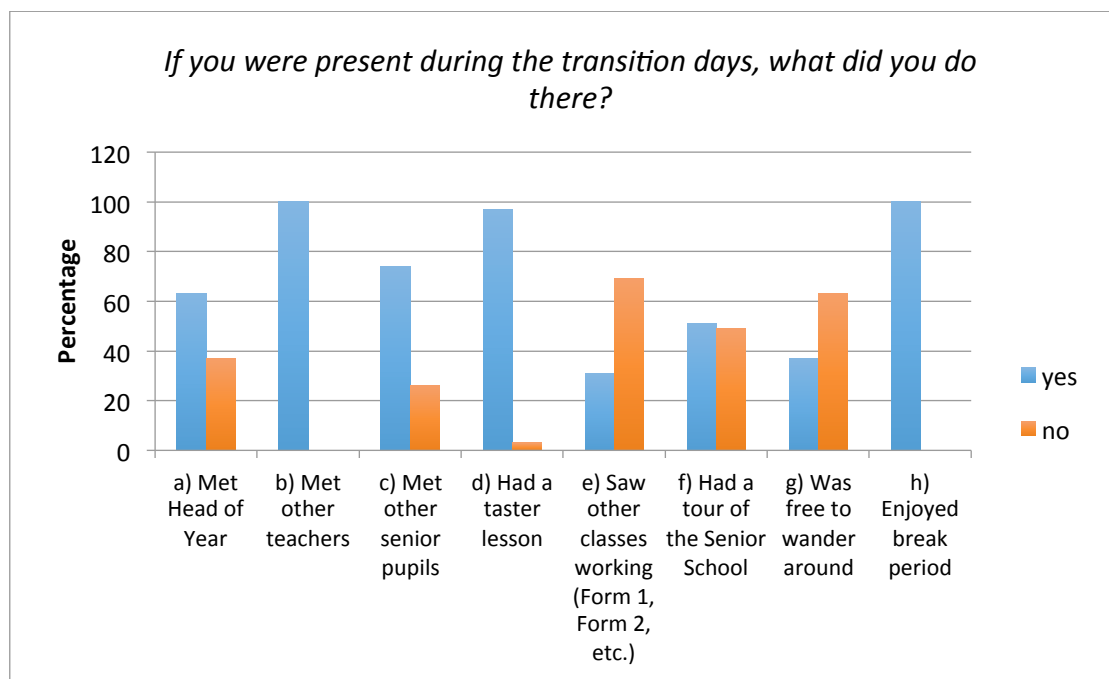


Figure 22 – *Form 1 responses about the 'taster' day*

Prior to and during the ‘taster’ day, the students experienced the following: visits to the Prep School by older students and prospective teachers; distribution of information booklets about transition and the Senior School; informal talks and assemblies; joint events between schools, such as Athletics Day, House Day and charity events. It was, however, a revelation that 69% of students had not witnessed other senior lessons in action during the ‘taster’ day (column c). Furthermore, 63% of students felt that they were not given the freedom to wander around the Senior School at this time. Students are not allowed to do this in the Prep School unaccompanied by a teacher, and therefore it is possible that they were unaware that this was a possibility in the Senior School.

Prep 5 students had been separated into two groups, each experiencing ‘taster’ day on a different date. When asked to comment about their experience during ‘taster’ day (column i), one of the students stated that it would have been better if all the Prep 5s had done this at the same time. Students also commented on the privileges of using the tuck shop during the breaks, extended lunchtime, and the new curricular subjects offered.

H. *At the end of the Prep School, did you feel prepared to move into the Senior School? If yes, who helped you and why?*

This question was directed at Form 1 and 2 students. Respectively, a majority of 79% Form 1 and 60% Form 2 students had felt prepared for their move to Senior School, and after spending some time in their new school, a number of the children said they felt happy in their new environment.

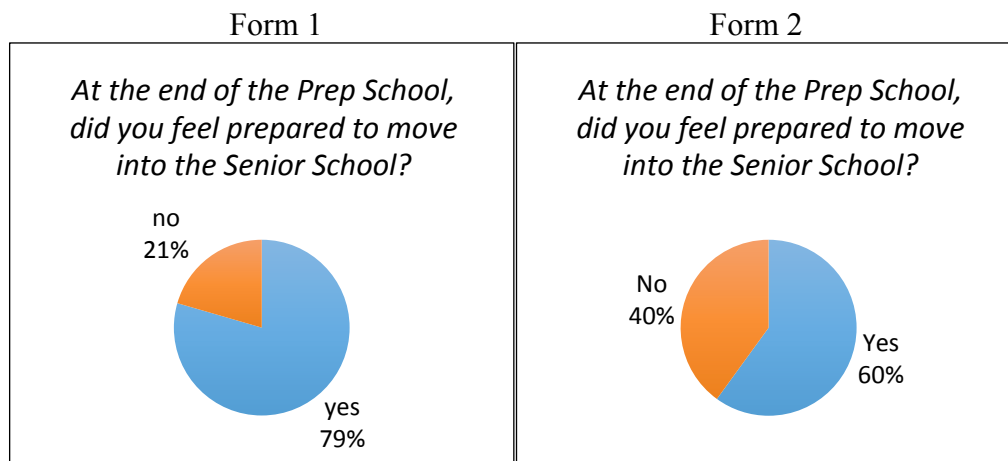


Figure 23 – *Did Form 1 and Form 2 students feel prepared to move to the Senior School*

A large amount of students believed that their teachers, learning support group, friends and parents had supported them by addressing their worries, as well as reassuring and encouraging them about the move. Emphasis was placed on how useful it was when older Senior students had come to the Prep School to give a talk. According to students, they had explained the expectations on how secondary school works, giving further advice and tips on how to cope in their new school. Also, the school virtual learning platform (Firefly) was mentioned as a useful source to help children feel better prepared, and this tool could be elaborated and promoted more in the future to provide more detailed information.

I. *What in particular do you like about the Senior School? What don't you like about the Senior School?*

These qualitative questions were set out to allow Form 2 students, who had the most experience being in the Senior School, to share their opinions in an open manner. Once again, many expressed satisfaction with the feeling of being treated more like a grown up and the sensation of freedom and independence. As in previous responses, the following comments reappeared: wider range of subjects, having many different teachers, and the use of mobile phones.

A wide variety of answers were given by the Form 2s when asked what they did not like about the Senior School. After having spent a year in it, three students confirmed that the teachers were over strict and four commented that too much homework was given. Two students expressed the need to be better organised in order to cope with what is demanded of them and mentioned the structure of the two-week timetable currently in place. One student also confirmed the need to move around the school for different subject lessons and the consequences of arriving late for these lessons. Two concerns were made about the sanction system, encompassing receiving a 'Non Satis' for poor work or behaviour which can escalate to a Saturday Detention. These sanctions are documented on the student's grade round reports. One student complained that teachers do not always discuss the given sanctions directly to students and that they only found this out at a later stage through their tutor or the data system. Worries about the testing system and the end of year assessments were mentioned by 10 students. Another important aspect pointed out by 8 students was related to students' fears of being bullied (cyber-bullying in particular) and in the lunch queue.

5.1.3 What are the perceptions of transition students in relation to their new social interactions?

The following section will explore data and look for patterns within the perceptions of Prep 5, Form 1 and 2 students in relation to their new social surroundings, before or after having spent some time in the Senior School.

Questions A and C have been previously discussed in this chapter, and will be brought forward again this time looking at the effects of social interactions.

A. If you were present during the transition days, what did you do there? a) met Head of Year; b) met other teachers; c) met other Senior pupils; d) had 'taster' lessons; e) saw other classes working (Form 1, Form 2, etc.); f) had a tour of the Senior School; g) was free to wander around; h) enjoyed break period; i) other (please describe)

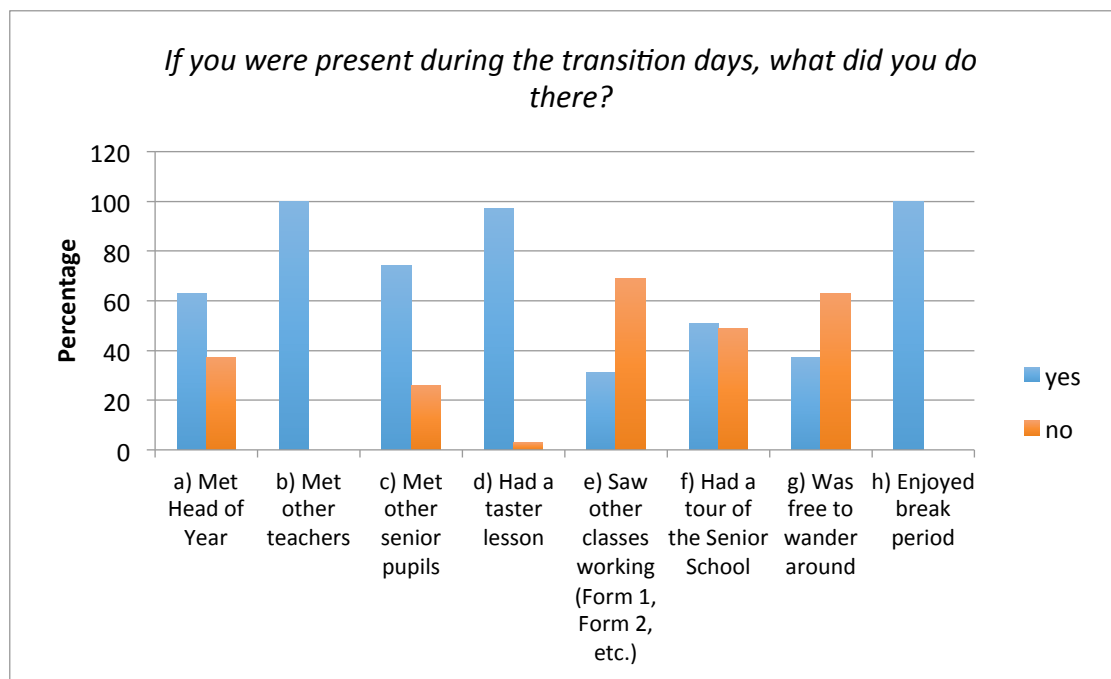


Figure 24 – Responses about social interactions during the ‘taster’ day

The focus is on the Form 1 responses shown in columns c, g and h and section i (Appendix 12). All students affirmed that they enjoyed their break period, which is reassuring as they felt that this time of interaction was a positive experience. The majority of the students (74%) had met with other Senior students, which affirms that some social interactions had taken place. However, having a higher response rate to this question would be desirable. Only 37% of students felt free to wander around, which also restrained the possible contact with Senior students and teachers. When asked to describe other aspects of the ‘taster’ day (section i), little was related to their social interactions. This could mean that students did not give as much precedence to the contact made with older students, but preferred to acknowledge other aspects such as the ‘taster’ lessons given or the use of the tuck shop.

B. *Did you feel welcome in the Senior School during this transition day? a) If you felt welcome, why did you think this was the case? b) If you did not feel welcome, why did you think this was the case?*

These questions were given only to the Form 1 students who had recently experienced the ‘taster’ days and had contact with Senior School teachers and students during this time.

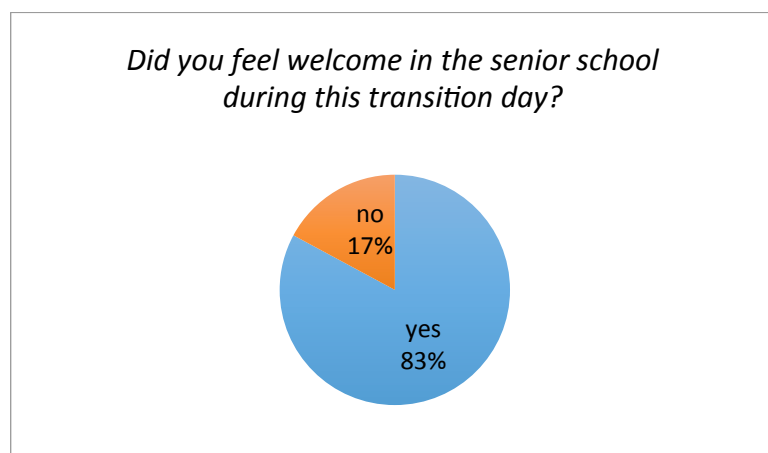


Figure 25 – *Form 1 responses on whether they felt welcomed during the ‘taster’ day*

From the data, 83% believed that they felt welcomed during the ‘taster’ day. Students used positive terms such as warm, helpful, kind, friendly, understanding and stated that the ‘taster’ lessons were enjoyable. Teachers were informative and had put many students at ease during the day. Students who had older siblings or cousins were also reassured.

When asked about negative experiences, three students replied that some older students stared at them, were annoying, and did not make them feel welcome. Two students commented that the teachers were strict and that together with their Prep 5 friends they constantly felt nervous and uneasy. Another interesting point made by one respondent was that the Prep 5 students were wearing the Prep student uniform and it made them feel singled out amongst Senior students.

C. So far, have the Senior School teachers/ pupils given you enough help in settling in? a) If you did have enough help, what things helped you? b) If you felt that you did not get enough help, what or who could have helped you more?

The next step was to see how Form 1 students felt once they had entered the Senior School and how Form 2 students felt after a year of the transition.

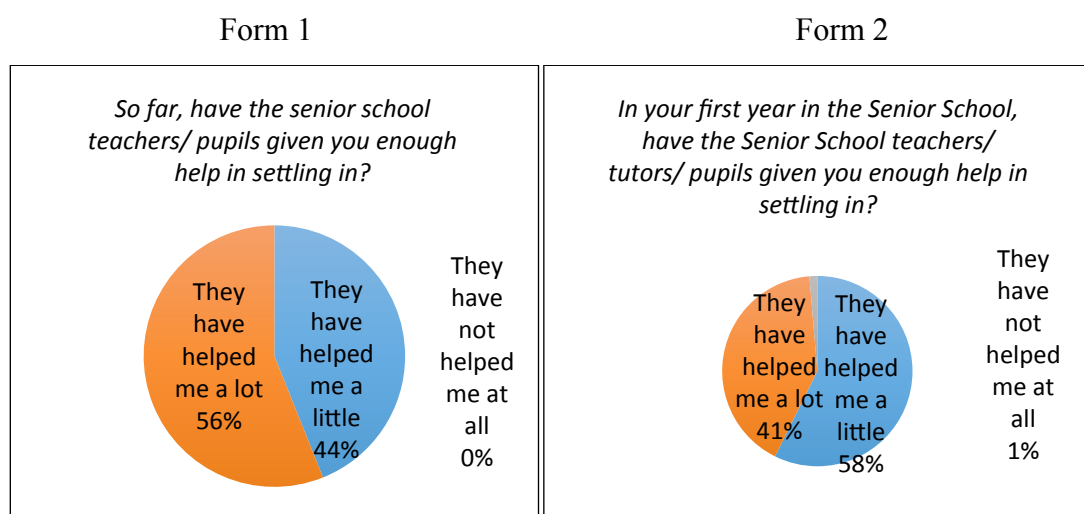


Figure 26 – *Form 1 and 2 responses on how much Senior teachers and older students had helped them in settling in*

More than half of the Form 1 cohort (56%) demonstrated that Senior School teachers and students had helped them considerably; although, Form 2s were not as positive about this (41%). None of the Form 1 students replied that there was no help given at all, however, one student in Form 2 had affirmed this.

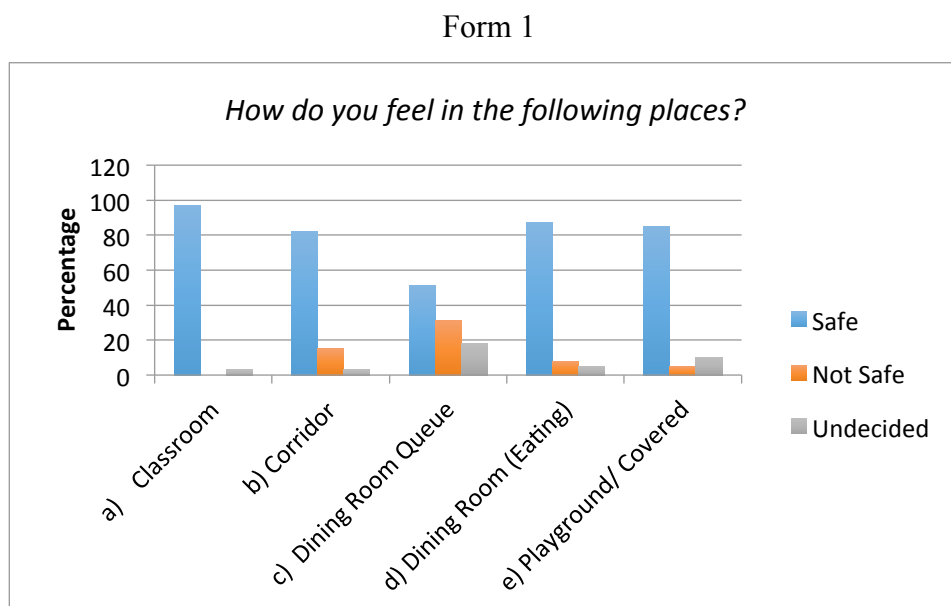
The qualitative data from questions a and b revealed that three students felt that teachers were lenient on them, nine respondents stated that they were given help with organisation (punctuality, material, homework, etc.), and two commented that teachers prepared them well for test situations. Moreover, teachers were described as being calm and patient with students, willing to explain the system as often as necessary. This approach was important during transition. That said, some students

felt the opposite and that more support was necessary. One Form 2 student commented that everything had changed drastically from Prep 5 to Form 1 and that it was extremely hard to adapt to the Senior School. This student suggested that “teachers should change one thing at a time, or introduce new things to the students later” (Appendix 13). Interestingly, three students mentioned that Prep teachers had made the Senior teachers seem stricter than they were.

Another response included the need for help to find their bearings and it was suggested that students should receive a map of the Senior classrooms. Conversely, 10 comments showed that older students and teachers were helpful in this. Another form of assistance received by students was related to the support of family members as regards to homework (3 respondents).

D. How do you feel in the following places? a) in the classroom; b) in the corridors; c) in the dining room queue; d) in the dining room itself (eating); e) in the playground; f) covered area; g) field

If you do not feel safe in any of the above settings, can you explain why?



Form 2

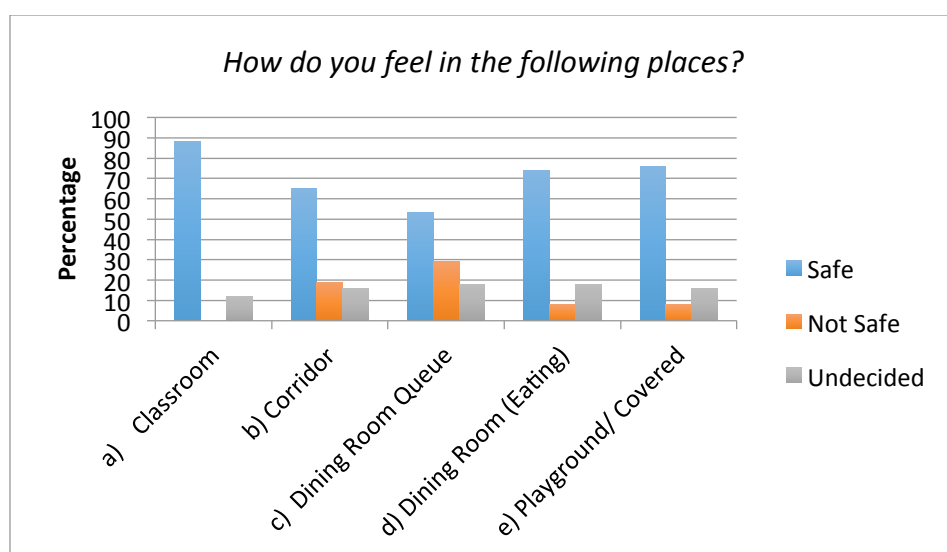


Figure 27 – *Form 1 and 2 responses on how safe they feel in certain areas of the Senior School*

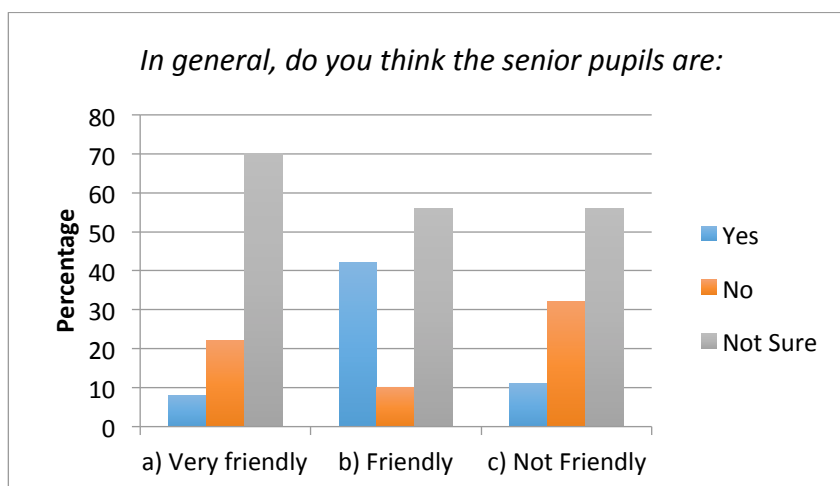
The following question explores the feedback given by Form 1 and 2 students on how safe they felt in and out of the classroom.

Nearly 100% of all students confirmed that they felt safe in the classroom. The responses showed that the majority of students also felt safe in other areas of the Senior School. However, the dining room queue was the area where students felt the least safe (31% and 29% in Forms 1 and 2 respectively) alongside the corridors (15% and 19% in Forms 1 and 2 respectively). These are places where students spend time closest to older peers. It was reported 19 times that in the dining room queue, younger students were pushed and shoved by older students (or groups of students) who often managed to ‘jump the queue’; younger students felt powerless about this and vulnerable. Another interesting comment made about the lunchroom was that on occasions students drop their trays and the plate shatters. This student felt sensitive about being hurt. The corridors were described as narrow spaces where the flow of students is intense, especially between lessons when students are in a rush to get to their next lesson on time. Despite physical aggression being very rare at the school,

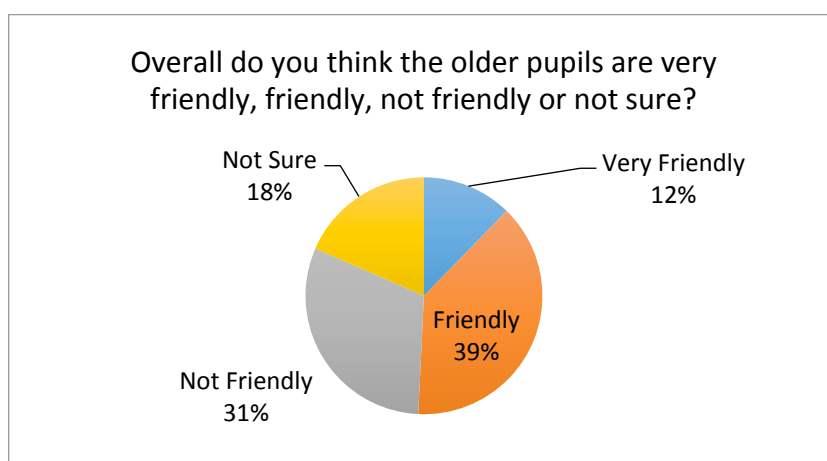
one student mentioned that he felt frightened when older students displayed rough behaviour towards each other.

E. *Overall do you think the older pupils are a) very friendly b) friendly c) not friendly d) not sure*

Prep 5



Form 1



Form 2

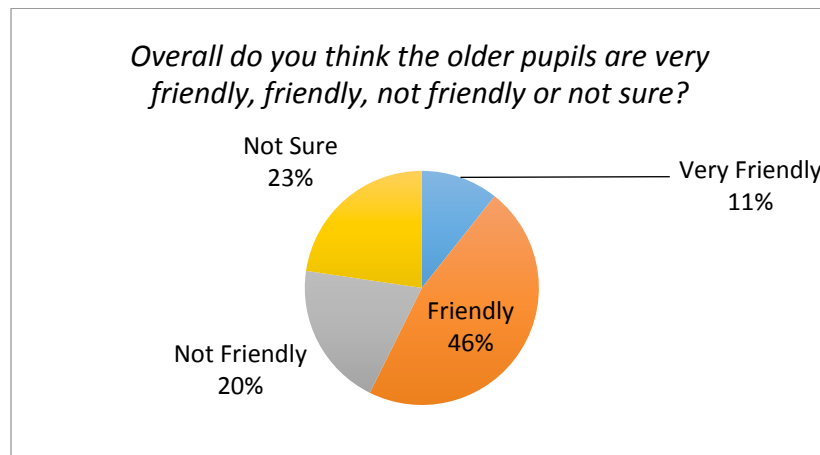


Figure 28 – *Feelings about older Senior Students*

This question was set to all three year groups to see how students perceived the older students before and after the move to the Senior School. As expected, out of the 70 of Prep 5 students, 54 were unsure if Senior students were very friendly, 37 were unsure if they were friendly, and 43 were unsure if they were not friendly. This again confirms that although studying on the same campus, there is little contact between Senior and Prep students. In Form 1, 51% of students believed the older students to be friendly/very friendly, and 31% found them unfriendly, which is also a noteworthy number. Form 2s were more positive in their responses, with 57% affirming that older students were friendly/very friendly, and 20% finding them unfriendly.

5.1.4 What are students' perceptions on academic adjustment?

The following section explores the manner in which new students perceive their academic demands.

A. How do you feel in the following places? a) in the classroom

This question, also addressed in the previous section but all for all sections of the school, was given to Form 1 and 2 students. This time an analogy is made between the results found in section 'a' only (the classroom), and the impact it has on students' learning.

Form 1

Response	Safe	Not Safe	Undecided	Total
Number of respondents	64	0	2	66
Percentage value	97	0	3	100

Form 2

Response	Safe	Not Safe	Undecided	Total
Number of respondents	66	0	9	75
Percentage value	88	0	12	100

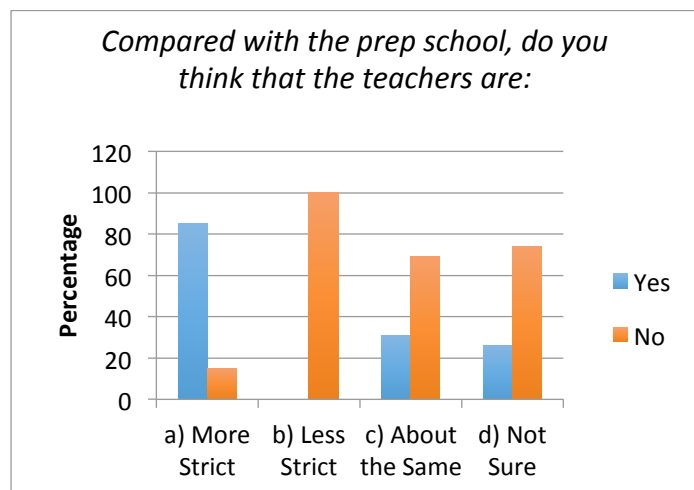
Figure 29 – *Form 1 and 2 feelings on safety in the classroom*

The majority of students felt safe in the classroom, 97% in Form 1 and 88% in Form 2. None of the students felt that that the classroom environment was unsafe, although 3% in Form 1 and 12% in Form 2 were unsure about their feelings.

B. *Compared with the Prep School, do you think that the teachers are a) more strict; b) less strict; c) about the same*

This question was set for all three year groups to see how children's perception of teachers differed before and after transition.

Prep 5



Form 1

Form 2

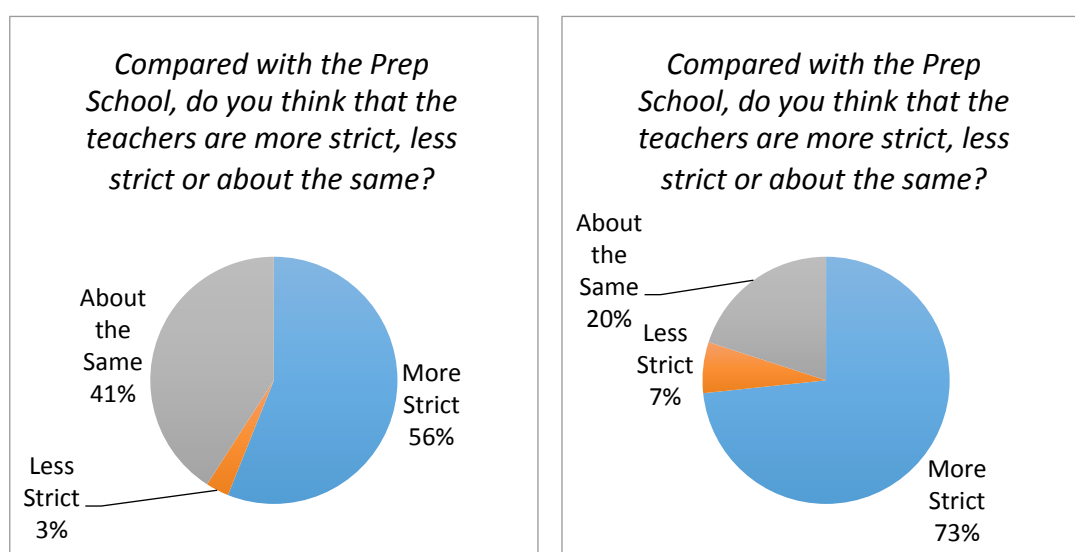


Figure 30 – Feelings on how strict the Senior teachers are

The common consensus amongst the three year groups was that Senior School teachers were stricter than Prep School teachers (85% in Prep 5; 56% in Form 1; 73% in Form 2); Prep 5 students feeling the strongest about this.

5.1.5 What are the students' recommendations towards transition?

In this final section of the student questionnaire, students were asked to summarise their likes and dislikes about the Senior School, give recommendations for improvement, and offer any further comments to wrap up their ideas.

A. What advice would you give to the next group of Prep pupils moving up to the Senior School?

This question empowered the Form 1 and 2 students to give advice to younger peers, and at the same time informed the needs for a successful transition from their perspective. 12 comments reassured the students about the Senior School, and 3 out of these stated that it was not as daunting as other people made it out to be. It was also remarked by a respondent that students should not be ashamed to ask for advice if any doubts or concerns arose, and that teachers and the Learning Support Unit

were there to support them. Interestingly, one student commented that it would be easier in Form 2, implying that there is a flexible time frame from transition to integration.

Students were given advice about the need to be organised (i.e. not procrastinate, prepare well for exams), punctual, focused and prepared for harder challenges. Adhering to the Senior School Code of Honour was also advisable. On a less positive note, some students described older students as threatening, and such allegations clearly reflect on their own personal transition. One Form 2 student commented on how the Prep students should value the enjoyable activities that only take place in the Prep School (i.e. Golden Time, Circle Time, Prep Games and other), as they will move to a more formal setting.

B. *Is there any other comment that you would like to make about your move to the Senior School next year?*

This question was only directed at Prep 5 students and many answers showed apprehension about their imminent change to the Senior School. One student commented that it would be a life-changing experience, which reflects how meaningful this new phase was for them. Students discussed their worry about coping with the academic demands of the Senior School and their fear of underachieving in tests and grade sheets. Some students commented on whether they would manage to achieve their personal targets, whilst others expressed concerns about being placed in a top set within a subject. There was a sense of unease about the sanction system, especially the possibility of receiving a Saturday Detention. Overall, there were mixed feelings about transition. Students felt excited and happy, and at the same time nervous about the prospect of moving.

C. *Are there any other comments that you would like to make about your transition to Senior School, or about the transition programme in general?*

Both Form 1 and 2 year groups answers were quite mixed. One student stated the need to enter the new school with an open mind, as there were many differences to

face. Many students valued the ‘taster’ day and would have liked it to be longer than a day. Students mentioned that the transition became easier with time, especially once they had become familiar with their new timetable and learned where their classes were located. There were, however, mixed feelings about the two-week timetable and one student mentioned how this hindered a speedier adjustment. One student mentioned that the staff should be more vigilant with cyber-bullying. As mentioned before, students need to feel safe in order to thrive in any school setting. There was also a concern about the amount of time students were given to go from lesson to lesson. The two-week timetable has been put in place to allow for a 5-minute break between lessons, although some students still feel that this is tight, especially when lessons take place in different buildings.

5.2 Parent Questionnaire Responses

The parent questionnaire was sent out to Form 1 parents and differed in structure from that of the student questionnaire. Similar to the student and teacher questionnaire, this was also launched on the school’s local database, Firefly (Appendix 4). Most of the questions were set out quantitatively, although the final question allowed for parents to voice their opinion in a more individualised and qualitative manner. Whilst devising this, it was felt that parents would feel less willing to complete a lengthy questionnaire that would demand too much time consumption to complete. Despite this measure, the response rate was still low when the questionnaire was first sent out and a number of reminders needed to be sent out in the next few weeks. At the time the questionnaire was closed, 87 parents out of 150 had completed it, giving a contribution rate of 58% of the year group’s parents.

Based on the findings (Appendix 15), which are explained in this following section, it was evident that most parents were satisfied with the methods of transition employed by the school to support their children. It is worth bearing in mind that two parents’ information meetings had been put in place to explain transition to the

Senior School. The first meeting took place at around the same time as the ‘taster’ day, whilst the children were still in the Prep School. During this initial meeting, which was well attended by parents, the Director of Studies, the Head of Pastoral Care and Head of Year introduced themselves and delivered presentations about each of the relevant areas of the Senior School (Appendix 19 – Letter to Parents about First Meeting / Appendix 20 – Follow-Up Letter About Presentation / Appendix 21 – Presentation About the Senior School). Parents were then given the opportunity to raise any concerns they had about their child’s transition. From the data, it was felt that the transition process was explained in detail, and to reinforce this, a handbook of the Senior School was handed out to parents. As not all parents were present, the handbook was also made available on our school virtual platform, Firefly, through the parents’ portal area. However, many items were left out during this meeting, as the aim was not to overload the parents with too much information. The second meeting with parents took place when the children had just joined the Senior School. In this meeting, the Head of Year and tutors gave more information about the Senior School and its routines and expectations. This meeting was also set up to allow parents to establish contact with tutors and again, to raise any additional concerns. Parents were reassured that they could contact any of the Senior staff if they had any further doubts during this delicate period of transition. Over a month later, the questionnaire was launched to parents to obtain feedback on the process.

5.2.1 As a parent I was given enough information about transferring into the Senior School.

It is encouraging that 84% of the parents either agreed or strongly agreed that they had been given enough information about the Senior School. However, 2% disagreed and 14% had no opinion.

5.2.2 My child really enjoyed the experience of having some lessons in Form 1 before the start of the new academic year.

This question aimed to measure parents' reports on how their child enjoyed the 'taster' day based on the feedback they had received from their children. A very positive response of 96% of parents either agreed or strongly agreed with the statement above, reinforcing the idea that their child had enjoyed this particular transition experience. As mentioned in the data for the student questionnaire (Section 5.1.2), following the 'taster' day, many parents had commented that their child went home feeling exhilarated about the Senior School. No parent disagreed with the statement above, although 4% had no opinion.

5.2.3 My child is happy and has settled in well into Senior School.

When asked whether their children were happy and settled into the Senior School, 78% of parents agreed or strongly agreed with this. This question also relates to section 5.1.1 when students were asked how they felt after having spent some time in the Senior School. The replies from students and parents were similar. Two parents disagreed with the statement above and 20% of parents had no opinion.

5.2.4 I feel that my child is well supported by the tutor and the Head of Year (the Head of Form 1).

Despite the short period of contact time their children had had in the Senior School, 82% of parents agreed or strongly agreed that their children were well supported by the Head of Year and tutor. This is an affirmation that most parents value the pastoral care system offered by the school and trust the efforts of the tutor and Head of Year to ensure their children are transitioning well. However, one parent disagreed with this. The remainder (17%) were unsure.

5.2.5 I feel that I can easily make contact with the tutor or Head of Year if I have any concerns.

When parents feel they can approach the school staff with ease, it directly substantiates a sense of trust. Results show that 87% of parents agreed or strongly agreed that they could contact the tutor or Head of Year if they felt the need. Forms of communication included emails, phone calls or meetings. As mentioned earlier, to allow for a stronger bond between teachers and parents, the school sets up two parents information meetings prior to and immediately following the move to the Senior School. 12% of the parents had no view on this question and one parent disagreed with the statement presented.

5.2.6 I found the Form 1 parents' information evening useful.

Out of the two meetings held about transition, the information evening in question took place a week after the children had entered the Senior School. This time parents met with their child's tutor for the first time. In the first meeting this was not possible given that tutors in Form 1 were only allocated at the very end of the previous academic year. During the Form 1 parents' information evening, after a brief introduction by the Head of Year, the tutors took their respective parents to their own tutor room to give a presentation. Following the meeting, parents shared positive feedback to members of staff and commented on how excited their children were feeling at the start of the Senior School.

According to the parent questionnaire, 73% of them agreed or strongly agreed that they found the Form 1 parents' information evening useful. Two parents disagreed with the question and it would have been ideal to have obtained more information from them.

5.2.7 Is there anything else you would like to have known about before the start of the new year?

This is an open-ended question that allowed parents to give a more individualised view on their expectations. Although not all parents who answered the questionnaire replied to this question, a number of different responses were given. Comments related to the following: curriculum, streaming, changes in the grading system, homework expectations, compatibility with the Brazilian education system, end of year exams and future IGCSE (International General Certificate of Secondary Education) and IB (International Baccalaureate) exams. Four parents requested more information regarding the end of year exams and the on-going retest system (recuperação), which operates as a federal nationwide requirement. Many parents were educated in the Brazilian system themselves, where there is a heavy emphasis on summative test results.

Only four comments related to social wellbeing: how is bullying dealt within the Senior School; in what ways did the Head of Year and tutor guide their children through transition; what time should their child go to bed; and were the primary school and secondary school consistent regarding expectations on behaviour.

5.3 Teacher Questionnaire Responses

The teacher questionnaire was also launched on the school's virtual platform, Firefly, and at the same time as the parent questionnaire (Appendix 5). Unlike the student and parent questionnaires, this was mostly based on open-ended questions, with only the first question being of a quantitative nature. The reason for this was that quantitative data were not deemed to be the best way to collect responses given that teachers did not know the children well enough at the time the questionnaire was sent out. Similar to that of parents, the teacher questionnaire was much shorter than the student questionnaire, consisting of four questions in total. Out of the possible 52 teaching staff who were in contact with Form 1 in the Senior School, 41 completed

the questionnaire, giving a response rate of 79%. The results were sorted by content and then analysed (Appendix 22).

5.3.1 On a scale from 1-5, how have you found the Form 1s generally in terms of their readiness for the Senior School?

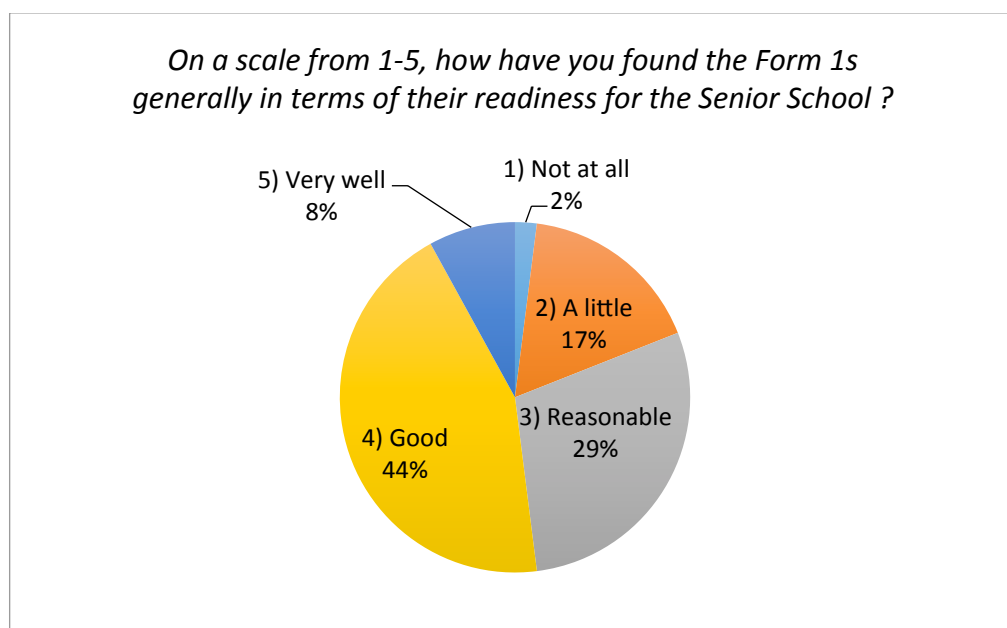


Figure 31 – *Teacher responses on the readiness of transition students*

The response rate was varied, with only 52% believing Form 1 to be prepared or very well prepared. 46% of teachers believed their readiness to be reasonable or little, and one teacher (2%) answered that they were not at all prepared. Many subjects taught at St. Paul's Secondary School (i.e. World Geography, World History, Brazilian Geografia, Brazilian História, Science and Drama) are not offered as discrete subjects at primary level. Instead, the Primary School works alongside the International Primary Curriculum (IPC) and subjects are topic based.

5.3.2 If you have scored them less than 3 (*reasonable/little/not at all*) in the previous question, in what area in particular do you feel they need further preparation?

Nine teachers suggested the need for better organisation, a more independent and mature behaviour, and a speedier response to the expectations and rules. Students had themselves voiced their concerns regarding the need to improve their organisational skills and understanding of the expectations in the Senior School. Furthermore, the teachers' responses about the need for students to be more independent and mature was aligned with the students' comments on their excitement at the prospect of being treated more like adults and being given more autonomy.

5.3.3 How have you found the Form 1s regarding the following aspects? a) responsibility regarding deadlines and homework; b) coping with the increased expectations; c) independence vs. needing lots of help to get on with work; d) being proactive in lessons; e) asking questions and clarifying their doubts; f) any other not mentioned here.

In all the areas stated above, 12 teachers agreed that in general students were well prepared for the Senior School. Top set teachers expressed more positive views on these matters, whilst the others did not share the same opinions. 33 teachers mentioned that students were co-operative, pro-active, hardworking and set themselves high expectations, whereas three respondents felt the need for students to develop a more focused and mature approach to learning. Furthermore, students were expected to speak in English during most lessons (except the Brazilian studies subjects), but often communicated with each other in Portuguese.

Much criticism was made by teachers regarding the children's level of independence and maturity. Comments made by five teachers that justify this included poor listening skills and talking out of turn. Three teachers also complained about students

asking too many procedural questions, instead of building a proper line of enquiry about the topic being studied. Nine teachers would have liked students to interpret tasks and work out their own conclusions more autonomously. Four respondents believed that many students were often needy, seeking approval and reassurance regarding their work.

When asked to contribute further comments, one teacher noted that the in-class support helped the SEND (Special Educational Needs and Disabilities) students to engage more independently with the work. Two respondents claimed that this particular year group was more prepared and a better mix of students than some previous year groups. Another comment made by a teacher was that students had criticized the ambience of the classroom, finding it not as welcoming as the Prep School, as the rooms lacked colour and better furniture. This made students feel uncomfortable.

5.3.4 What areas do you think the Prep School could try and focus on more to help prepare the upcoming year group for this transition?

Again an emphasis was made on developing children's independence, learning levels in different subjects, and organisation. Also, one teacher felt there was a discrepancy in the behavioural policies between the two schools. Another suggested that some aspects of the Senior behaviour policy could be introduced in Prep 5, to ease adaptation. An interesting observation made by a teacher was that there was too much "scare mongering" regarding the transition, and this comment was explored in more detail during the interviews later on. Teachers felt that students did not have enough exposure to formal testing before arriving in the Senior School. A positive comment was made about the usefulness of the meeting held by the Head of the Prep School with all Form 1 teachers before the start of term, where the Head discussed each individual student.

The data collected from the three questionnaires unravelled problems and concerns that needed addressing, both in terms of the transition itself, as well as shedding light on possible strategies to be implemented for the future. Selected data were also a pivotal element when formulating the interviews. At this stage, respondent validity became a major focus in order to obtain the quality data being sought. Based on this, the ten names for interview were selected.

5.4 Interview Data

The 11 interviews were carried out on 6 students and 5 teachers. These were recorded electronically on a mobile phone and the recordings were of good quality. Collecting this data was crucial to fine-tuning the questionnaire information and it was felt that the data collated and analysed was comprehensive. Although transcripts were not made of these interviews, when making notes, the researcher highlighted themes that recurred. These highlighted notes were then analysed by linking them to the questionnaires and literature review to confirm patterns of issues relating to transition.

5.4.1 Student Interview

After an analysis made of the broad spectrum of submitted questionnaires, 6 respondents were selected for interview based on the quality of their replies from the questionnaire as well as their background. Similar to the student questionnaire, these children were granted permission to take part by their parents in accordance with the code of ethics (Appendix 14). For the purpose of anonymity and simplicity, each student's name was omitted and replaced by a code. One student was in Prep 5, three were chosen in Form 1 and two in Form 2.

At the time of the interview, the student in Prep 5 (coded P5A) was succeeding academically and had very supportive parents according to the staff. She has a

younger sister and was the first child in her family to enter the Senior School. She had a good set of friends in the Prep School and was well respected by students and staff around her. Her answers to the questionnaire were thorough as she expressed her excitement and fears on her transition to the Senior School the following year. This interviewee's profile fitted a number of students within her year group, therefore was deemed a good representative for the interview.

The first student in Form 1 (coded F1A) had experienced a challenging transition to Form 1. She was hard working and very keen to achieve high scores across the curriculum. Her parents were very supportive and she had an older sister in Form 3 who often discussed the Senior School openly with her. Socially, she had found difficulties with friendship in the Prep School, but this had slightly improved recently in her entry to the Senior School. When filling out the questionnaire, she contributed with a few interesting suggestions for transition and was able to voice out her opinion effectively.

The second student in Form 1 (coded F1B) had made a confident start to the Senior School, both socially and academically. He had no siblings and parents were supportive of him. He was already recognised in the Prep School for being a mature, independent and highly motivated boy. This student caught the researcher's attention because his responses in the questionnaire were vague, yet complaints were made about the transition process, which the researcher felt needed addressing.

The third student in Form 1 (coded F1C) was quite insecure in the Prep School, but had made a firm start to the Senior School, both socially and academically. She has an older brother and both parents worked at the school. This student made thorough contributions in the questionnaire, and was generally very positive about the transition process.

The first Form 2 student (coded F2A) had suffered considerably from friendship problems in the Prep School, but despite the social drawbacks, she excelled academically throughout Form 1. Her parents were aware of her situation and

followed up her social and academic progress closely, always being proactive in offering support. This interviewee had a younger sister in the Prep School. During her first year in the Senior School, she made friendships with older students, and was feeling much happier as a result. Her responses to the questionnaire expressed her appreciation about the support given by her teachers and Head of Year in her first year in the Senior School.

The second student in Form 2 (coded F2B) was a very confident boy who had been elected the Form 1 Council representative the previous year. He claimed that his older cousin, who had graduated over 5 years before, had informed him about the Senior School. He has a twin brother and younger sister. Although he excelled academically in the Prep School, he encountered social difficulties in both Prep and Senior School. His parents were very supportive of him and often contacted the school to share their concerns about the manner in which behaviour was being handled. The boy's responses in the questionnaire were very elaborate, offering a balanced account of transition and the Senior School.

Although of a similar nature, the wording of the interviews was slightly adjusted for each specific year group. The approach implemented in the interviews was exploratory and aimed to improve the conceptualisation of the research question. Furthermore, it set out to gain insights into as much variety of educational experiences as possible.

It was very easy to reach out to the six students in question and all of them were thrilled to take part in the doctoral research. Each interviewee was given the questions a week in advance in order to think about their replies; the researcher was aware that some of them might have shared the questions with other people, although this was not a requirement. The interviewees were reassured that there was no right or wrong answer and that their honest opinions would be most valued by the researcher. The interviews, which lasted about 20 minutes each, took place on the same day and were set in a classroom where the student felt comfortable. The

interviews with students were very pleasant and valuable feedback was given on their accounts of their transition experience.

This information obtained from the interview aimed to address the research question:

What are the perceptions of teachers, students and parents about the challenges students face in the transition from primary to secondary education in a British-international school in São Paulo, Brazil, and what strategies could be put in place to help them cope with such challenges?

There were common themes revisited in the students interview and the information complemented the questionnaire responses. An analysis was made under the following focus points, similar to the questionnaire: *transition process, environment / experience, social interactions, academic adjustment and recommendations.*

5.4.1.1 Transition Process

Two questions were set as a starting point to address the transition process during the interviews:

When was the first time you thought about your move to the Senior School?

What support/information did your Prep class teacher give you in Prep 5 about the Senior School?

In order to obtain a more elaborate response from the similar question set in the WBQ, student P5A was asked again about their thoughts regarding the length of time transition took place. The respondent revealed that it was difficult for her to measure the exact time, but stated that she started to feel worried about her transition at the end of Prep 4; she felt that the Senior School was “just around the corner” once in Prep 5. She also mentioned that her parents started to discuss the Senior School with her at home at around the same time, reminding her about the

difficulties that lay ahead and the need to study hard to be prepared. According to P5A, this had an impact on her expectations regarding transition as she felt unnerved about this.

When asked how much information was given by their Prep Class teacher about the Senior School, P5A mentioned that until the present time, very little information had been given, apart from the reminders about the need to show maturity as they were going to be seniors next year. Conversely, F1A, F1B and F1C replied that Prep 5 teachers had given useful information about the Senior School, especially in the second term. According to these students, they had also covered some studying strategies in preparation for the extensive amount of tests they would be given in Form 1 in a range of subjects.

F2A and F2B echoed what other students had revealed in the WBQ, stating that some Prep teachers had depicted the disciplinary system in such a way that sounded threatening. This had generated a slight sense of fear about the move. Both respondents mentioned that on their first day in the Senior School, they felt relieved to find out that the system was not as harsh as they had perceived it.

F1 and 2 interviewees felt that they had matured and developed a more independent approach to school. F1C had felt that the transition process was a very short and smooth process in her case, and that no more provision for this was necessary after the first few weeks into Form 1. F1A and F1B were not as assured about their transition feeling complete, although they were feeling well settled in the Senior School.

5.4.1.2 Environment / Experience

Students were asked the following questions in relation to their environment and experiences with transition:

You've told us in the questionnaire you filled in, that moving on from primary to secondary was a nice experience for you. Thinking back to Prep 5: a) What did you expect secondary school to be like? b) What were you looking forward to about moving on to Form 1? c) Did you have any worries about coming here? d) If yes, do you still have any of those worries? e) If you have worries – who can you talk to about these?

Can you tell me three or more adjectives describing your feelings about moving to the Senior School?

The first question focused primarily on students who were already in the Senior School, and it was reworded to suit student P5A. According to P5A, the source of their knowledge about the Senior School came mostly from the Prep 5 teachers, who on occasion emphasised the need to be well organised and ready to face more homework, harder challenges and more testing. As mentioned before, this approach created some anxiety on this. Despite this, she said she was also ready for the change, as she felt she had been in the Prep School for long enough. According to her, her parents often reassured her that she was a capable student and that she did not need to worry too much, as long as she took her studies seriously. Her parents also mentioned that all Prep 5 students would be feeling similar anxieties as they moved with her to the Senior School.

Students F1A, F1B, F1C and F2B spoke profusely about how their expectations had been exceeded by new ventures and positive experiences. Excitement was raised about the use of the tuck shop, mobile phones and sporting trips. The worries they had about Form 1 were more related to the curriculum and forthcoming exams as they felt that parents expected them to excel academically. Student F2A also looked forward to learning new subjects and having many different teachers despite her worries about how she would cope socially in the Senior School. When asked who the best person to seek for help would be when facing worries or challenges, three out of the five Senior students replied that their first port of call would be their tutor. Student F1C replied that her parents were supportive of her and student F1A mentioned her older sister as being someone who she could rely upon for help.

Students also mentioned that they felt comfortable seeking for advice from members of staff such as the Head of Pastoral Care, the Head of Year or the subject teachers.

The second question asked students to give adjectives describing their feelings about the move but this time were made to justify their choices. The adjectives used gave mixed messages: “enthusiastic, excited, eager, hopeful” as well as “worried, confused, terrified and nostalgic”. All six interviewees expressed their anxieties, stating that at the time they did not have a full picture of what to anticipate about the Senior School. Having left the Prep School over a year ago, students F2A and F2B found it more difficult to describe their feelings, but reminisced on how much they missed the “fun” activities offered in Prep School (mostly related to the Prep School pastoral programme).

Further to the two questions above, the following items were also revealed during the interviews. F1A answered that they were thoroughly enjoying the change and the experience in their new environment was fulfilling. Students F2A and F2B commented that they had felt Form 1 to have many ups and downs, but that they had gradually adjusted to the routines and expectations. All Senior interviewees stated that there was a sense of freedom to explore the premises and use facilities that did not apply to the Prep School. Another event that student F1A found effective was when the older students came to their Prep classroom to talk about transition. This student volunteered to represent the Senior School in this activity to the next Prep 5 cohort. This comment helped the researcher to evaluate the importance and the impact this activity has on transition. Student F1B commented on the Senior School assembly that the Prep 5s had been invited to attend. Although the student stated that he felt very small compared to others, he found that this experience gave him a good idea about the style of education he was about to face.

The detail in some responses was noteworthy. For example, F1A described the feeling of going upstairs and the sensation of being amongst ‘bigger’ people. Student F1B commented on the initial state of confusion when trying to find his bearings as crowds of older students walked past him hastily in the corridors. Student F1C described the difficulty in getting to a different building for her next lesson and

making it on time.

Form 1 and 2 students spoke positively about their growth as seniors and how much more independent and ‘free’ they felt to take on responsibilities. The two Form 2 students spoke about their experiences as Form 1s and how it had been a challenging year; they felt that they had grown up quickly.

5.4.1.3 Social Interactions and Academic Adjustments

The following four questions aimed to elucidate upon the Senior students’ social interactions and academic adjustments through their transition period:

How are you getting along in Form 1 now that you have been here for a couple of months?/ How are you getting along in the Senior School now that you have been here a year?

Did you like anything in particular during the transition ‘taster’ day? Can you remember other events that took place to help with transition?

Now that you have been in the Senior School for some time, can you give me at least 3 positive comments about your experience so far?

Can you give me 3 negative comments about your first experiences in the Senior School?

All Senior students mentioned that they took some time to get used to older students, yet they now felt more confident. The interviewees spoke of the warmth and kindness of their tutor and Head of Year who had supported them very well, both with social and academic issues faced by the students. Student F1C, however, felt that despite this, not all subject teachers knew their students in depth. Student F2B mentioned that he disliked a couple of his teachers, who he felt were too strict and unfair. Student F2A also reported that whilst she took part in the School Play, some teachers were unaware of the amount of effort and dedication this took out of students, especially around the time of opening day. According to F2A, teachers

focused on their subject requirements solely (homework, group course work, tests) not taking other areas of school life into consideration.

Student F2A mentioned that she continued to face social problems with her own year group (ever since the Prep School) and felt isolated, although she had managed to make positive acquaintances with one or two students who were a year older than her. This opportunity was made available to her through the extra-curricular programme in place. In parallel, student F1C stated that being part of the School Play, the Orchestra, the Choir and the Football Team helped her mingle with students across different year groups, giving her a sense of belonging.

Student F1C outlined that in between lesson times, break and lunchtime, and after school she had the chance to socialise with others. The corridors, dining hall, field and the library were areas students often met. Student F1B felt that the older students could have been more sympathetic and mindful of others around them, especially in the dining hall. Student F1C also felt that registration time and tutorial periods were good occasions to bond with others.

Students F1B, F1C and F2B mentioned that the use of digital technology was also a big part of their free periods. Often they would play games on their mobile phones, or engage in texting and social media. Whilst this can have a positive impact on the interactions between students, it also poses a concern regarding the safe use of the internet and instant communication, as student Student F2A reported having suffered from cyberbullying. She stated that she expected the school to have intervened more radically with this aspect. On the other hand, student F2B felt supported by the school to overcome relationship problems that he was facing.

Following the comments about social interaction, students gave their feedback on how the academic demands differed from the Prep to the Senior School. All interviewees confirmed that there was a large increase in the amount of homework and tests. Nevertheless, teachers prepared them well for test situations. Firefly was also referred to as a useful digital tool for retrieving study material as well as for submitting homework. Student F1C felt that in the Prep School students were

labelled according to their ability and felt exposed by this. She mentioned that so far in the Senior School, she had been challenged by her subject teachers and was much more pleased with her academic performance. Having said that, she also mentioned the dislike for the streaming system in place for certain subjects, pointing out that other students took advantage of it by labelling others. Students F2A and F2B commented on having felt the stress of end of year exams at the end of Form 1 and the exposure of possibly sitting a re-test (required by the Brazilian government in secondary education). Student F2A mentioned that the sense of competition was very high amongst students, as the incentive existed to winning a subject prize.

5.4.1.4 Students' Recommendations

To give light to what students would recommend about transition or what they would like to discover more, the following questions guided this investigation. The first question was set for student P5A and the remaining question were given to the Senior students.

Is there anything you would like to know more about the Senior School?

How do you think the transition process could have been better?

Is there anything more the Prep School or Senior School could have done to make the transition better?

As the 'taster' day and the transition programme in general had not been revealed to the Prep students still, the first question aimed to discover the areas that Prep students were unsure about. Student P5A questioned about the rewards and sanctions system and the school's approach to bullying. Another area of doubt was the testing system and to what extent the end of year examinations would affect their promotion to the next year level. The student asked whether the Senior School teachers were very strict, and this would imply that this particular student had not yet had much contact with them. Another area of concern was the amount of homework that would be given. We can assume that these areas have been discussed previously, however not effectively enough.

The final question in the Form 1 and 2 students' interviews was how they thought the transition process could have been better. All five interviewees unanimously agreed that more time could have been spent in the Senior School during the 'taster' day. Students also felt that more testing should take place in the Prep School, although to counteract this, there has been a debate amongst teachers on how much testing is necessary at Form 1 level and whether students at this age are emotionally prepared for this. To conclude, students F1B and F2B mentioned the need for better monitoring of students at lunch and break, as this was the time when the interaction between old and new students could become more intense. Student F1C suggested that some Prep teachers need to be more sensitive about the way they address the Senior School to students.

5.4.2 Teacher Interviews

Besides interviewing students, it was believed that obtaining the views, experiences and aspirations of fellow practitioners through the same tool would be valuable towards the research. Five teachers in the Senior School, who taught in Form 1, were selected and all agreed to this when approached. Three of these teachers had been working at the school for over 5 years, and the other two were relatively new to school, but had worked in other schools where they had also experienced the transition from primary to secondary school. Similar to the student's interview section, the teacher's names are replaced by a code (T1-T5). At the time of the interview, T1 was a Form 1 tutor and English teacher, T2 was a Science teacher, T3 was a geography teacher and Head of Department, and teachers T4 and T5 were both Form 1 Tutors and Portuguese teachers.

Interviews were carried out individually and once more the semi-structured interview format was seen as a best fit for this research. Initially, at the draft stage, a long list of specific items was generated (Appendix 7). These were narrowed down to the bare essentials in order not to unduly overload the interview process and to obtain the optimum results. For all interviewees, the same list of questions was

implemented and every effort to remain faithful to the wording of questions was kept. Oppenheim (2001) best words this method as ‘the equivalence of stimulus’ (p. 67). The flexibility behind such a method enabled the interviewee to discuss issues of direct concern to him or her whilst remaining within the parameters of the research. The objective was for the professional cameo to gain impetus.

The teachers’ interviews followed a similar format to that of the students’ in terms of time, management and documentation (Appendix 9). Prior to each interview, it was deemed important to remind participants of the research outline, objectives, their role and what had previously been submitted as responses in the WBQs.

It was felt appropriate to have questions that would avoid a mere ‘yes’ or ‘no’ answer or even a simple quantitative answer. The idea was to generate comprehensive data whilst simultaneously striving to keep the questions user-friendly as well as within workable parameters. The ensuing list of questions for the teacher interviews based on the previously established criteria thus became:

5.4.2.1 What methods does St. Paul’s School implement to enable a smooth transition from primary to secondary school?

All teachers were fully aware of the transition methods put in place, but were happy to discuss this at length, adding extra observations and ideas for a smoother transition. They discussed the ‘taster’ day and how this had become a strong tool towards transition. T5 had given a geography ‘taster’ lesson and found that students were over-excited. Another method discussed by T1, T4 and T5 was the participation of selected Form 1 tutees going down to the Prep 5 classrooms to give a presentation about the Senior School. These teachers felt that the Form 1 students were able to communicate at the same level as the Prep 5s.

T1, T4 and T5 mentioned having gone to the Prep School and taken part in a Quality Circle Time session that addressed transition. They believed that this promoted effective contact between Prep 5 students and the Senior teachers. They were also

impressed by the students' participation and engagement in this activity.

All teachers believed that the two information meetings with parents were key to the promotion of transition. These meetings were considered to be excellent opportunities for parents to become acquainted with the teachers and the procedures in place. The Head of the Prep School also gave a briefing about the children coming up to the Senior School, which was very useful information for Senior School teachers, according to T5. However, T1 stated that besides this and the pass-on files containing personal records of each transitioning student, the crossover of information and exposure between Prep and Senior School could still be improved.

When the students first arrived in the Senior School, it was felt by T1, T2, T4 and T5 that much guidance and support was needed by staff to ensure that students felt comfortable and safe within the new environment.

Items that the interviewer expected the teachers to have mentioned, but were not discussed within this question, include the policy-making process behind transition, the meetings held by the Head of Prep 5 and Head of Form 1 to discuss the Prep 5s, and joint events that occur between Prep 5s and the Senior students (i.e. Senior School Assembly and Athletics Day).

5.4.2.2 Could you tell me about your role within your school regarding transition?

All interviewees felt that they had a key role to play to enable a smooth transition. They expressed their role as one that employed guidance and sympathy. At the same time the need to stretch the students and promote their sense of independence was felt necessary. Terms such as being patient, lenient and warm were felt necessary at the start of Form 1 according to T1, T4 and T5. However, it was also believed by T3 that students needed to feel challenged and sense a difference between Prep and Senior School. The strong implementation of the pastoral care provision was also mentioned by T4 and T5, who expressed their willingness to be more pro-active in the planning, implementation and review stages of the transition programme. T1, T4

and T5 believed that a part of the weekly tutor meetings, led by the Head of Year, should be used to discuss specific students who needed support during transition. The same interviewees also mentioned that more regular communication was still necessary between teachers and the parents of students who were struggling through the transition.

T1, T4 and T5 believed that the Form 1 tutor team alongside the Head of Year must have the responsibility of evaluating the success of each student's move to the Senior School and T1 claimed that these should be documented in writing and addressed in future teacher parents' meetings. Furthermore, T1 mentioned that the Prep School reports and file notes aided the senior school teachers, but the feedback from senior school teachers to primary teachers about how well the students were settling in was almost non-existent or spoken about ad hoc.

5.4.2.3 What are the main obstacles and barriers to a smooth transition?

T3 stated that the main hindrances that affected teachers from the role of promoting transition were poor time management and the pressures of delivering the curriculum, especially from a Senior School standpoint. Moreover, as both Prep and Senior School staff shared the same common room, it was felt by T1 that connections were possible and that better discourse could take place in the future. It was agreed that the feedback on students could easily be enhanced, and that subject teachers in the Senior School could learn more about what the children were learning at primary school level through class observation and face-to-face conversations. T4 expressed that a negative presence from some older students and the dangers of bullying were hindrances and challenging to manage. Often the transition students would not report any incidents that had taken place involving older students, due to peer pressure and not wanting to be singled out. This also created a communication barrier. In some cases students would report these incidents to their parents, who then questioned why the tutor or Head of Year had not intervened earlier. T4 and T5 also discussed the negative impact on transition of parents who were not supportive of the staff.

T2 stated that students coming from other schools were the ones who struggled the most with the social aspects of transition. Another area mentioned by T3 were the obstacles students faced when they were not fully prepared academically. Furthermore the lack of English skills amongst some students became a barrier when accessing subject content.

5.4.2.4 Is there a period of time during the first term when you assess how children have ‘settled’ and identify those who are showing anxiety? Once you have identified those showing anxiety what would you do?

All interviewees affirmed that they spent time during the first term asking children how well they were settling in. As tutors, T1, T4 and T5 stated that tutorial sessions were the optimal times to address transition, including Quality Circle Time. T3 stated that this would be evident in his geography lesson, especially when group work was set and from the test results in relation to academic demands. T5 commented that whilst on duty in the dining hall, teachers have an opportunity to observe how well students are adjusting. They also mentioned that any cases of concern would be reported to the tutor or Head of Year. All the same, T1 felt that more attention should be given to this, including the use of more thorough documentation. T1 and T2 also agreed that most SEND students find the change a huge challenge and need closer monitoring. However, although T2 expected particular individuals to struggle more with transition, based on their history in the Prep School, it was pleasing to see that some of them benefitted from the fresh start.

5.4.2.5 From what you’ve seen of transition in your school, could you tell me three things that are successful about the system and three things that if you had a magic wand you would change?

T1, T2, T4 and T5 iterated that as both the Prep and Senior Schools shared the same campus, this allowed for easier exchanges amongst teachers, as well as a better awareness of students coming up. All mentioned that students were generally excited

about their move to the Senior School and that the start of term was on the whole a very positive learning experience for them. Contrary to the questionnaire, where teachers reported that many students needed to display better organisations skills regarding punctuality and homework deadlines, T2, T4 and T5 found that most students were responsible about this and very engaged in lessons. This change of perception may have happened due to the gap of time between the execution of the questionnaires and the interviews.

5.5 Triangulating Data – The WBQs and Interviews

The method, validity and scope of this research, in epistemological terms, are raised at a greater depth through the eyes of a group of students, parents and teachers engaged in the practice. Oppenheim (2001) claims that ‘we need a good spread of respondent characteristics so that we can reasonably hope to have tapped probable respondents of every kind and background’ (p. 68). Examining emerging elements to assess their relevance to the whole field of enquiry, as well as refer to the literature review, was an advantageous endeavour.

A principal concern in the researcher’s mind was to ensure that the data collected was a true overall representation of the reality of transition within the context of St. Paul’s School. The individuality of responses also needed to be understood within this context. However, a singular picture would not be of direct value, and the interpretation of such data needed to be processed in an all-encompassing manner. According to Bryman (2001), social research does not ‘prove’ or ‘unearth’ universal truths, nor does it exist within a bubble. Furthermore, the agents (in this case, respondents) construct and interpret their reality within a specific discourse. In this manner, knowledge is regarded as indeterminate. Social research offers an account of the events surrounding the agents and allows the reader access to such narratives. In other words, it is the active involvement of the construction of reality that results in an account. Nevertheless, these accounts are not unproblematic. The multi-method strategy was chosen so that one data-generating tool complemented the other. The

distinctiveness of responses needed to be understood against a particular backdrop. The sequence adopted (questionnaires → interviews) strengthened the validity of the findings within a specific framework. The triangulation of responses obtained from questionnaires and interviews from the different respondents were in the majority aligned and useful towards confirming predictions, filling gaps and pointing out anomalies. This shed light on the research question, allowing for a way forward.

Compared to the number of respondents in a WBQ, the number of interview participants was considerably less, and therefore the selection of participants was of the utmost importance. The conversations in the interviews were very rich, but the interviewer needed to avoid drifting away from the research questions.

When comparing the feedback from the Prep 5, Form 1 and Form 2 students, overall similar views were identified. Where discrepancies were discovered, it can be argued that the gap of time in which students had transitioned and slight changes in the programme in place had an impact on the findings. Parents' feedback was useful and positive in the majority, helping build a deeper understanding of such a complex system, although more in-depth arguments would have built a stronger rationale.

5.6 Discussion

The analysis of the data presented in earlier sections of this research opens much room for evaluation and discussion. Such debate may allow not only the researcher, but others interested in the process of transition, to ponder over the findings and seek for elements which may be of (personal) value. Data, which have been collected in an attempt to shed light to the questions that will head the subsequent sections, will be the basis for such discussion.

5.6.1 How long does the transition process last?

Hughes et al. (2008) state that transition can have many daily and theoretical meanings, i.e. single status to marriage, transition to adulthood, from school to work, training to further education, moving from one school to the next, etc. In broader terms, these are processes that are perceived as meaningful life events in which individuals reflect more on the sense of who they are, and take on a new occupational role. Such changes can be intense, and may have impetus to new ways of learning and a fresh start to new beginnings. On the other hand, they can be unsettling and overwhelming, and this can create huge risks on the individual's wellbeing (Ecclestone, Biesta and Hughes, 2010).

Researchers argue that transition is not simply a short-term process, but one that is anticipated beforehand, carried through and reflected upon over a larger period of time (Hughes et al. 2008; Dockett and Perry, 2001). Therefore, it is relevant to assess whether students anticipate the transition far too early. There are many pending issues that students still need to tackle and solve at primary school level before thinking about the next stage in their education. We are made aware that this anticipation regarding transition to the Senior School may only lead to further anxiety, as the time gap does not give support to concrete outcomes.

Prep 5, Form 1 and Form 2 students' responses reveal that for most students at St. Paul's who have experienced, or were close to experiencing transition, the thought of moving to the Senior School started whilst they were still in Prep 4 (over a year prior to the event). On the other hand, 19% of Prep 5 students and 31 % of Form 1, claimed to have started thinking about the move only during their last year in the Prep School. The large difference between the Prep 5 and Form 1 responses have also raised some questions as to the factors that may have influenced such responses. Moreover, it is questionable why such a small percentage of Prep 5 students (7%) claimed having started to think about their transition to the Senior School before they had even experienced transition into the Prep School, and such response needed further investigation for its validation.

In an attempt to further explore the time frame of transition, it was worthwhile comparing whether the Form 1 respondents who were not present during the transition day experienced more difficulty with transition than the others, and if some kind of programme had been put in place to support these students. Out of the 4 students who were not present, one of them was absent. The three others were new to the school and a separate transition process and pastoral programme was put in place to support them. This included a ‘taster’ day for new prospective students, followed by a private meeting and tour of the school with the tutor and Head of Year. Once the new students began school, a guardian angel was allocated to them. The Head of Pastoral Care, Head of Year and tutors regularly discussed the adaptation of these students during staff meetings in the first term. These measures seem to have had a positive impact on the transition of these particular students as there were no major issues reported which would need intervention.

As observed in the data collection section, the students who replied “no” or “can’t remember” to having had teachers from the Senior School visit their classes in the Prep School sum up to over a quarter of the participants (37% in Prep 5 and 32% in Form 1) and these results lead us to believe that if the visits had taken place, their impact was not strong enough to support students. Transition begins prior to the transfer and the effectiveness of the events put in place must have an optimum impact on the process. Evangelou et al. (2008) stress the importance of links between the primary and secondary school teachers, and affirm that when senior teachers spend time getting to know the upcoming students, positive outcomes are realised. This interaction particularly supports vulnerable students who show high level of anxieties when facing such a change (Collingwood, 2017). Evangelou et al. (2008) also state that this contact time allows primary students and senior teachers to become acquainted and develop an initial bond.

On a positive note, the changes implemented in the 2016 transition programme seem to have had a positive impact. These changes are observed in the perceptions of Form 1 students on their readiness to enter the Senior School and subsequent

adaptation, when compared to the responses given by the students now in Form 2. Some of these changes included an increase in the time of the transition day (from half day to a full day), an assembly led by their future Head of Year, and Prep 5 students participating in a Senior athletics event which took place in June. Although improvements seem to have been made to the feelings of the new cohort, it would again suggest that the transition programme needs constant reviewing to fulfil students' needs.

Another important factor that needs to be taken into account during transition is the impact other students play in supporting their peers and, consequently, the duration of the transition period. Results show the students in question have generally felt supported, not only by their teachers and families, but also by other students. That said, it was necessary to explore some of the responses that differed from the previous statement. In this case, the terms “being given a little help” or “they (other students) have not helped me at all” can leave room for interpretation. When looking into this statement, “given a little help”, two possible lines of thought can be followed. In the first instance, the student may have simply not required further support, which may be linked with the previous question on how prepared they felt entering the Senior School. A second line of thought could be that there were still areas that hindered a flow to transition and to address this communication between teacher/student and student/student needed further mediation.

As mentioned earlier, the option, “they have not helped me at all”, may suggest that no help was needed and therefore the transition process was complete. Another thought could be related to the lack of willingness or effort from the part of Senior teachers and students in offering support. On the whole, this seems unlikely given the comments made across the year groups in the WBQs and interviews about how transition students enjoyed or were looking forward to participating in activities and events such as theatre productions, orchestra and sporting events – all of which involve students from Form 1 to Upper 6.

The discussion above has built a picture demonstrating the manner students perceive their experience of transition. Moreover, it has given some insights on how teachers could offer support, considering transition a long-term process that requires adaptation time, rather than simply an event that takes place at the start of the transfer.

5.6.2 How does the environment / experience influence perceptions within transition?

It is a surprising factor that often the student voice has not played a large part in transition arrangements, policy making, practice and research within primary-secondary transition (Anderson et al. 2000; Hodgkin, 2014). The value placed on the individual's school environment and experiences alongside other adolescents during transition can have a strong influence on one's psychological wellbeing, facilitating adaptation and further progress (Hall-Lande et al. 2007; Meireles et al. 2015).

In order to investigate students' early perceptions of the Senior School, respondents were queried whether they were looking forward to the move whilst in Prep 5 and which factors led them to giving a positive or negative response. It was found that responses given by the students who had already made the move (Form 1 and 2) and those that were about to move (Prep 5) varied. This raised questions about the Prep 5 responses. Were the Prep 5 students in doubt and anxious because of how other people (siblings, teachers, older students) had portrayed the move? Were students not feeling ready because they were still at the beginning of their year in Prep 5 and therefore would it have been more appropriate to send the Prep 5 questionnaire towards the end of their academic year? The Prep 5s had not yet experienced the 'taster' days and had not yet received more comprehensive information about the Senior School. Therefore a question raised was whether they felt apprehensive about the move because they were unsure of what was to come. The answers to these questions may offer an explanation for the different responses obtained from Prep and Senior students.

According to many researchers, students and parents are equally anxious about transition and parents will often have issues with the amount of communication they are given by schools (Moore et al. 2004; Kreider et al. 2007; Hill et al. 2009). Furthermore, parents describe transition as a huge milestone and often express their sense of feeling powerless in helping their children as the new school is a mystery to them (Sherrod, Flanagan and Kassimir, 2006). The ease of communication between parents and teachers is, therefore, considered fundamental towards a successful transition (Galton, Gray and Rudduck, 2003).

When developing a transition programme, it is worthwhile implementing strategies that steer the family's contributions in a positive direction. The home environment plays an important role during transition, and this is most likely the place where siblings interact with each other. As adolescents try to find autonomy and swing towards a reliance on peers (and older siblings) other than on parents (Steinberg, 2008), the trust and shared values among families need to address any concerns about transition in a constructive manner. Negative comments need to be handled carefully and parents should try to encourage their children to discuss the matter in an open and productive way. Taking this idea a step further, reinforcing parental presence impacts adolescent emotional health as well as enhances the quality of the relationship between adolescents and parents (Hill et al. 2004; Kreider et al. 2007).

When comparing answers across the three year groups, it is clear that behaviour and discipline have both been discussed with students by Prep teachers, and that students feel wary about this aspect of the Senior School. Qualitative data show that students feel threatened by the possibility of having to face the sanctions implemented in the Senior School. At the same time, it demonstrates a change of perception once the transition students feel more integrated in the new environment. This suggests that the teachers' approach towards this topic warrants on-going attention, a theme that will be further explored in the recommendation section.

According to data, the lunch and break systems were the aspects not explored by Prep teachers. This may be simply because the Prep teachers themselves were not fully aware of how the system ran. Nonetheless, this is a topic that needs further exposure given that the research data also reveal that Form 1 and 2 students felt less safe at school during lunchtime. This can clearly become a hindrance to the adaptation of the younger students and must be more thoroughly addressed as part of the whole transition process, especially by the Senior School. As mentioned earlier on, the influence of older peers (including siblings) can have a long impact on a student's school experience and if this idea is not properly addressed, it may become an urban myth amongst students.

The acquaintance with Senior teachers and its impacts were also investigated. However, given that the questionnaires were executed at the start of the school year, the Prep 5 children had not yet experienced the full range of activities that were planned and would be more exposed to the visits of Senior teachers over the forthcoming year. This raises the question on whether there would be an improvement on transition if the Senior teachers had the opportunity to interact with the children of earlier year groups (Prep 1-4). According to Powell et al. (2006), visits by Senior School teachers to the primary school are key to a successful transition. When children in primary school are given the opportunity to discuss their fears on transition with Senior teachers, it helps them to feel more settled as they become better acquainted with what was previously unknown to them. Also, teachers can allay students about the stories and urban myths told about the Senior School that often concern them.

According to the Parents questionnaire's responses, it is a revelation to find out that such a high percentage of parents felt that their children were well settled in their new environment, given that the questionnaire was sent out around two months after students had joined the Senior School. The state of settling into a new place can be more complex than one may think. For example, Wylie, Hodgen and Ferral (2006) state that while most students adjust well after a few weeks into the secondary school, ups and downs may still occur at a later stage of the first academic year.

Nonetheless, two parents stated that their children had not settled well. If this were the case, would these children simply need more time to adapt, or require a different programme to support them? From a different standpoint, the information given by some teachers affirm that students were still adjusting to the Senior School, at the time WBQs and interviews were being carried out, and that the new students would need more time.

Although ideal, setting up one-to-one encounters between tutor and Prep 5 students prior to the move may be a difficult area to tackle. Student/teacher individual meetings could be arranged before the move, but in the School's case, tutor groups/teaching sets are only published nearer to the start of the academic year. The reason for this is the constant turnover of teachers as well as new incoming students, making it difficult to organise tutor groups at an earlier stage. Another reason is the House system which tutor groups are based upon only in the Senior School.

Another important part of the transition programme from the Prep School to the Senior School at St. Paul's is the provision of 'taster' days. 'Taster' days have been taking place at St. Paul's School for the past 10 years and the structure of these days has continually improved over the years. The aim of this initiative is to give the upcoming Prep 5 students a short experience of the life of a Senior student, by participating in a full range of stimulating and reassuring activities relevant to transition. The routines of the new school and what is expected of Senior students is inevitably different from those of the Prep School. In the past years, the feedback received from students and parents following a 'taster' day is that the students have felt exhilarated about their new school, and rather than dreading their first day of Senior School, they have started to look forward to the move. With this positive feedback, it was decided for the past two years to augment the 'taster' day from half a day to a full day to include more lessons, as well as to allow students to experience the full senior lunch hour.

Data also reveals that, despite the number of children in Form 2 (40%) who did not feel prepared about the move, this number dropped by nearly half the following year

(21% in Form 1), reinforcing that the revision of the programme had some positive impacts from one year to the next, as shown previously in Figure 23.

The question outlined in this section relates to the influence of the environment and students' experiences surrounding transition. In this section, the students' contributions were relevant to the cause. The formality of the Senior School system and the informality of peer relations are noted and should be taken into account when reviewing transition programmes. This section of the questionnaire allows for a more thorough insight on students' perceptions during this challenging period and the data collected give us light to academic matters, social concerns and what students are looking forward to in the Senior School.

5.6.3 What are the perceptions of transition students in relation to their new social interactions?

Although past studies on transition reveal that students place a greater emphasis on academic concerns – that is to say, achievement and attainment, workload and homework (Ashton, 2008), studies have also indicated that only once social issues have been addressed will 'academia' come to the forefront of students' perceptions (Measor and Fleetham, 2005).

One of the first planned social experiences that Prep School students had with Senior School students and teachers was the 'taster' day, which took place three months before this cohort would make the move. The 'taster' day is a sensitive time for transition students and the results of it can have a long-lasting impression on students. Making an analogy between the concept of cultural adaptation and adaptation during transition, when people in general move from one culture to the next, they feel excited at the prospect of facing new experiences. The feeling of excitement was reflected in the Form 1 responses more emphatically in comparison to those of Form 2. It may be perceived here that after spending more time in the

Senior School, the excitement about the new environment might have worn off, as the transition was already complete.

Benner (2011) states that social capital can be constructed through the connections with others around them, promoting a healthy adaptation. The connected experiences of individuals undergoing transition can be the cause of social support or strain. Negative experiences within social groups can lead to a downhill spiral within the development of the trajectory. Transitions can thus lead to a turmoil in the composition of social groups and the quality of relationships formed therein (Almeida and Wong, 2009). In this instance, social groups within educational establishments are easily challenged within the period of transition and pre-transition friendships and social support can be often affected by the move to the new surrounding. The feedback from the students' interviews demonstrate such changes, as two students spoke positively about having widened their social group, whereas one student felt more isolated than in the past.

Looking back at the literature review on transition, it is worthwhile reinforcing the importance of parental involvement, both in terms of the quality in the relationship between adolescents and parents and the nurturing of a child's emotional health (Kreider et al. 2007; Steinberg, 2008; Sherrod, Flanagan and Kassimir, 2006). There is a risk that the emotional side of the transition is perhaps overlooked, and this can create a breakdown in the continuity of a child's development.

Another observation is that students at the beginning of their life in the Senior School will naturally feel 'at the bottom of the heap' amongst older peers. According to Symonds (2015) what happens beyond the classroom (i.e. corridors, dining room queue, dining hall, playground, field) can be used as a 'blueprint' on how students adapt socially through their transition phase. Moreover, Lipsitz (2002) states that adolescents are very sensitive about the space surrounding them and that the school's physical setting influences their behaviour. Despite physical aggression being very rare at St. Paul's, one student mentioned that he felt frightened when older students displayed rough behaviour towards each other. On the field, during break time,

students are aware that teachers on duty are unable to keep an eye on all students at once in such a large area, and some students may take advantage of this. However, it is a misconception to affirm that there is no provision for supervision as affirmed by one of the students in the questionnaire.

It could be assumed from the data that, over time, students feel increasingly more comfortable interacting with older peers. On the other hand, this could be a particularity of the year groups that took part in this research. Further data would be necessary to confirm this as a pattern. As mentioned earlier, it would be interesting to see how the current Prep 5s replied once they had entered Form 1, to see if the trend continued.

5.6.4 What are students' perceptions on academic adjustment?

Whilst students adjust to the social changes in their new school environment, they also need to navigate through the curriculum in place. This entails familiarizing themselves with their new surroundings, new teachers and the high expectations of work ethics, rules and routines (Sanders et al. 2005).

As observed in the responses of the teacher WBQs and interviews, other factors that allow further academic adjustment are independence and maturity. Two observations can be made about this. Firstly, the developmental age of these students is a factor that needs to be considered, as they are too young to be fully independent if compared to older students such as Form 5s or Sixth Formers. Secondly, there are a number of circumstances that hinder students from becoming more independent at this stage. At home, many of these children have employed staff to look after them. Other obstacles include their social and economic background, alongside safety concerns from living in a large city.

At school, a safe classroom environment can support positive traits, as it provides a feeling of belonging to a community that accommodates risk-taking, open-

mindfulness and diversity (Gayle, Cortez and Preiss, 2013). Overall, the results to the questions regarding classroom safety are encouraging as it is of the utmost importance that a child feels safe in their immediate learning environment to maximise their academic development. It is a serious concern when a child feels unsafe both inside and outside of the classroom as this could trigger further anxieties that could lead to an emotional breakdown and consequently psychological and academic downfalls (Anderson et al. 2000; Evangelou et al. 2008; Ecclestone, Biesta and Hughes, 2010; Gluckman, 2011; Lester, 2012; Anderman, 2013; O'Brien and Bowles, 2013).

When comparing the strictness of teachers in the Prep School and the Senior School, data shows that students felt that Senior School teachers were stricter. That said, the Form 1 responses revealed that this was less so, as probably the fresh experience to the Senior School made them feel more warmth from Senior School teachers. Prep 5 students felt the strongest about the strictness of Senior School teachers. It might be the case that this may be a reflection on how teachers have been portrayed to them by others (Prep teachers, older siblings, parents) as they have had little contact with the Senior School teachers. Comments that corroborate with this are found in some of the responses given to WBQs. This relates back to the literature review chapter, where Ali and Dunsmuir (2014) discuss SEN students being frightened about the secondary school by their primary school teachers.

When discussing the principle of a 'strict' teacher, one could perceive it in two ways. Firstly, it could determine the manner in which a teacher is rigorous with rules and the way a teacher expects the students to adhere to them. This could be seen in a positive light as the classroom learning environment has drive, purpose and direction. However, the strictness of a teacher in the eyes of a child is often portrayed in the negative sense. The strict teacher in this sense can be perceived as someone who is stringent in their requirements and severe in discipline, therefore not allowing for students to exercise their space. This could lead to a class with limited responsiveness, which also displays tension and apathy (Pettigrew et al. 2013).

When interpreting this question, the latter definition can be assumed based on the students' explanations during the interviews.

In conclusion to the section, achieving high academic standards is crucial for a student's life, giving schooling a sense of purpose. That said, many writers concur that academic achievement tends to fall following the transition period (Galton, Gray and Rudduck, 2003; Anderson et al. 2000; Evangelou et al. 2008; Ecclestone, Biesta and Hughes, 2010; Gluckman, 2011; Lester, 2012; Anderman, 2013; O'Brien and Bowles, 2013). There are, however, a range of reasons on why this decline is caused. It could be attributed to the change in students' perceptions of themselves as learners as they become older. The onset of adolescence is also a contributor to this decline. Also, students can become less engaged with academic activities and become increasingly interested in non-academic activities (i.e. sports, theatre productions).

5.7 Concluding remarks about the data collection and analysis

The ultimate aim within this research was to outline the key variables that facilitate or hinder a smooth transition for students between primary and secondary schools from a general perspective, and also from the specific context of St. Paul's School. These variables relate to the students' development and upholding of positive attitudes towards their new school and their overall academic achievement and social adjustment.

On the basis of the outcomes discussed in this chapter, arising from the data collected from respondents, all stakeholders concerned (students, parents and teachers) play a crucial role in this process. The experiential authority of a limited sample of people was taken into account, as they were critical and reflective commentators of their own social and educational world. Despite the limited number of respondents, it was believed that their world was rich enough in detail to strongly contribute and shed light on the research question. Their views expressed through a

WBQ and subsequent interviews contain elements of a highly personal nature, which can be added to our increasing understanding of the facets of transition within an international school environment.

Chapter Six: Conclusion

This final chapter will bring together the key elements and outcomes of this research. Such elements support the recommendations that will follow, developed at a general level as well as within the specific context of St. Paul's School, São Paulo, Brazil. Personal reflections will reveal insights gained as well as the limitations faced over the period this research was carried out. This will be followed by considerations for future research and a short section of concluding remarks will bring the work to a close.

6.1 Recommendations

It would be unfitting to offer recommendations without considering the need of the individual. With this in mind, there are a few strategies that can be put in place to aid students, parents and teachers during the transition process. The recommendations to follow are not intended to offer prescriptive answers for the development of transition programmes, but to home in on a limited number of issues that arose from the body of this research. These emerging items merit consideration.

For any successful transition programme, students must be the primary source of information and their needs must be addressed. Although the change to a new school can be a time to excel socially and emotionally, if not treated in a sensitive manner, the emotional and psychological adjustment can prove alternatively a traumatic period, possibly causing lower attendance rates, poorer learning, low self-esteem, poor grades and behavioural issues (Rice, Frederickson, and Seymour, 2011; Anderson et al. 2000; Galton, Morrison, and Pell, 2000).

A starting point for any transition programme is to ensure that all stakeholders share the same vision and are aware of the expectations within such programmes. A consistent approach from both primary and secondary schools could be achieved

through the development of a transition policy to regulate practices in agreement with the aims and objectives of the school's ethos. Such a policy should consider the students' backgrounds, attainments and areas of strengths obtained from a concise, but thorough, documentation from their previous school (i.e. pass-on files, reports, minutes of meetings). Improving communication seemed to be a necessary move to ensure that teachers from both school are working coherently and providing a smooth pathway for students. Once a policy has been established, it should be revised and updated annually according to its effectiveness.

A transition policy should outline the optimum time in which the transition programme should take place based on past practices within the school and the feedback received from its participants. The findings of this research suggest that, in the context of St. Paul's, many students had started thinking about transition before Prep 5. Therefore, this would indicate that a transition framework could be initiated earlier on, monitoring the process from the end of Prep 4. This would be continued throughout Prep 5. Once the transfer to the Senior School occurs, it would be ideal that communication between Prep and Senior teachers continues to take place until the intervention the individual's social integration and academic adjustment is felt secure. That said, some students will naturally be integrated and on track sooner than others. Teachers should be key contributors to the transition programme and be invited to provide ideas towards it. In this way they will be more prepared to intervene at any stage, monitoring progress and proposing a gradual set of actions and routines to be put into place according to needs.

Out of the St. Paul's context, when students are filtered to different schools and campuses, a more common system in the UK, a set timeframe can only be realised once the student has been immersed in the new school context. Although it is possible to determine a starting day for the programme, it is not possible to define a closing date, as individuals are bound to respond differently to their new setting. Whilst some actions are broad enough to encompass all students at the beginning and during the process, others will need individualised plans of action to achieve a successful transition. Nevertheless, regardless of context, policies should not only

outline the procedures and guidelines to be followed, but plan for regular evaluations of its effectiveness.

When selecting a set of activities for the transition programme, their short-term or long-term impact should be taken into account. These activities should provide experiences that influence students' perceptions of their new environment in a positive way. They should also promote an opportunity for students to assess their surroundings, through interactions with older students and Senior teachers. As the process of this particular day is a big step for the Prep students, the familiarisation with the new surroundings needs to be nurtured with great care, with teachers and older students playing an integral part in making it a successful experience. It is not unusual for students to show signs of anxiety in preparation to the transfer. As the student prepares to face the unknown, worrying about the possibility of facing difficulties with peers or fear that they will not do well at school, the awareness and empathy factor on the part of teachers, parents and other students warrants coping strategies in place.

Within this empirical research, it was observed that St. Paul's transitioning students have profited from the activities put in place, including the 'taster' day, the visits from Senior teachers and Form 1 students to the Prep School, and some joint school assemblies and themed activities. Further to this, considerations could be given to extending the length of time of the 'taster' day. This would allow for more exposure to the Senior School and consequently the build-up of a more well-founded perception of the new environment. Based on the findings, it was noticed that some Prep 5s felt small in numbers in the presence of older and bigger year groups, having been divided into two separate groups during 'taster' day; having more familiar faces around them might have given them more assurance to interact with their surroundings. Another suggestion would be to make video recorded lessons available on the school virtual learning platform for students' access.

Another recommendation is the implementation of cross-school projects where students from different age groups share tasks and collaborate with their expertise

towards achieving a common goal. Topic-based learning, which currently takes place in the Prep School, could be enhanced by the combined subject expertise of Senior students and teachers. For example, when studying about ‘the solar system’, a group of students may develop a project where they are required to launch a rocket prototype. For this, they would need to develop their understanding of specific areas in design and technology, science and maths. Senior students could also take advantage of this by applying and consolidating their knowledge and understanding of a topic when collaborating with younger students. Senior teachers could also collaborate with Prep teachers to inspire these students. Moreover, some form of project-based learning could be devised within the Senior School curriculum in partnership with the Prep School. These could be devised through whole school events in place, such as the themed weeks (Reading Week, Health and Safety Week, Maths Week, Green Week, Arts Week, Careers’ Week, etc.), the annual School Festival, International Day and charity events.

The data obtained from questions that focused on social wellbeing revealed that, although not part of the transition programme per se, the extra-curricular programme plays a crucial role in the development of some students’ adaptation to the Senior School. Furthermore, enrichment periods, lessons in which Senior students sign up for an offered activity (and are open for mixed year groups), could be open to Prep 5 students in order to improve results shown in Figure 31, column d. These activities should be considered to be a component within the transition policy, as they give an opportunity to those students who face academic challenges to thrive in a non-curricular area and help them gain in confidence. Likewise, these pursuits allow students to relate to others from different year groups and widen their social circle.

Social interactions could be further developed during lesson observations and shared meetings, promoting stronger partnerships between Senior and Prep teachers. In this way Senior teachers would understand more about Prep School practices (curriculum, rules and expectations) and relationships, and vice versa. This would also allow teachers to develop a broader understanding of students’ behaviours and

attitudes, as well as their strengths and weaknesses. Furthermore, it would give them a better idea of where students are placed within specific subject areas.

An advantage of an all-through school such as St. Paul's is that all students transition together to the next level. Nonetheless, students who have faced social problems in the Prep School are likely to confront the same challenges in Form 1. The pastoral programme must be well founded to support such cases. Moreover, the pastoral team must be well trained to deal with situations that often arise around this age group and that hinder a smooth transition. These may include cyber-bullying, peer-pressure, low self-esteem and anxiety. Outside experts may also be called upon to address specific needs of groups of students.

One of the challenges schools face in modern times is the use of digital technology and social media. Comments made about older students taking photos of them with the mobile phones was quite alarming. As mentioned in the literature review, the cause-effect of this form of behaviour can have a long-lasting psychological impact on individuals. The use of instant digital communication can be deceiving to all in situations such as the one mentioned above. The victim cannot prevent such actions from taking place and the perpetrator does not necessarily have the time to reflect upon and control the magnitude of its post-effect. Having a robust PSHE (Personal Social Health Education) programme in place will help to address this matter as well as schools taking consistent action through their anti-bullying policy.

The support of Prep teachers is most valuable when dealing with students who are facing a difficult transition, and must be sought as a tool for strengthening practices. In this way, sensitive issues may be communicated more openly between schools and optimal solutions may be obtained.

All teachers, including those who do not directly teach Form 1 students, should also be made responsible for overlooking the wellbeing of these students, especially in common areas such as the corridors, dining hall, library and field. Teachers should

be required to be alert, act upon and report any incidents that they may witness to be followed up by the pastoral team.

From an academic perspective, it is essential that the transition policy addresses curriculum alignment across schools. Moreover, the need for an extension and support programme is necessary to ensure that students are working at their appropriate level and are given fair learning opportunities. A Learning Support Unit in place helps tackle cases of students who require individual educational plans (IEPs).

One major cause for anxiety amongst transition students at St. Paul's, revealed in the data, was the idea of a discrepancy regarding the homework and testing demands between the two schools. For this reason, these areas of the transition programme merit reviewing. Better communication between the two schools will ensure that a more gradual change regarding homework and testing takes place, easing the pressure of such academic demands within transition.

Parents are an integral part of any successful transition programme and their voice is necessary in the construction and revision of a policy. Strategies need to be put in place to ensure that their involvement throughout the process is optimised. As stated by Steinberg (2008) in the literature review, as children become individual adult human beings, there is a tendency not to talk to their parents as frequently about their social and academic development. Therefore, the Senior School could promote the dialogue between parents and students as an intermediary. A strong communication line needs to be instilled in order to generate in the family a feeling of reassurance and confidence as the process unfolds. Communication can take place primarily in the form of personal contact, although letters, newsletters, emails and the school's virtual platform are also useful tools. The parents who took part in the empirical research expressed value for the information given about the move to the Senior School via the school's virtual learning environment (VLE) and the two transition meetings held at school. Whilst it is reassuring that parents trust the school's given information, further recommendations can be put in place to enhance their

involvement. Inviting parents into school to a wider range of events would allow them to observe their child's interactions with teachers and peers and measure the quality of their social and academic adjustment.

Effective transition policies include a cycle that involves planning, implementation and review stages. Annual pre-transition and post-transition surveys are strongly recommended, as they investigate the needs of transitioning students and inform planning. A suggested time for the implementation of the pre-transition surveys is towards the end of the first quarter of Year 6, given that teachers need time to collate, analyse and devise recommendations based on the data received. Earlier than this, results could be inconsistent as most students would still be in the process of adapting to their new academic year in the primary school. It is suggested that post-transition surveys with Year 7 take place towards the end of the academic year as the experience would still be fresh in the students' memories, allowing for more detailed responses. The students' feedback would help evaluate whether the programme in place has had the intended outcome and areas that need improvement. Such surveys would shed light on the time frame for transition in specific contexts. As the needs of students may change with every new transition cohort, survey questions might need to be reviewed every cycle. Moreover, questions need to be well planned, ambiguous and suited for purpose.

Throughout the research it was observed that the context of the study, St. Paul's School, has a number of effective transition strategies in place to aid its students. However, specific recommendations have been set for the context when recurring data from the study pinpointed possible areas of conflict. When making suggestions for the development or review of transition programmes, it is important to consider that each school has its own diverse environment. Such environments are determined by the student and staff body and shaped by the school's unique culture. With this in mind, it is correct to assume that strategies may be more effective in certain contexts than in others, and that it is the school's responsibility to understand and accommodate the needs of its students through its practices.

6.2 Personal Reflections / Limitations

The learning curve as a researcher and insider, considering I knew all stakeholders involved, was steep. Throughout this project, I was faced with a number of choices of a methodological and logistic nature. Knowing the students' backgrounds and the contexts in which they belonged helped me devise and confirm some of my hypotheses about transition. I was aware that being the Head of Year 7 might have influenced some of the responses from students, parents and teachers, although this factor was unavoidable. Nevertheless, the feedback received from the questionnaires and interviews generated solid data for the purpose of this research.

When reflecting on limitations, when setting out the data gathering instruments (questionnaires), these were not piloted, but instead were tried out on some critical colleagues. This could have diminished the quality of research, yet on reflection, was deemed an effective part of the process for optimising validity. Another limitation to consider was not following a specific approach to data analysis (content or thematic), yet the approach would have overlapped with either or both approaches in some respects.

Another challenging aspect of the work was reaching out to a large number of students, parents and teachers through the use of digital technology. The design and implementation stages of WBQs were crucial, and the use of this medium for research is undoubtedly becoming more commonplace. That said, triangulating the data obtained was a complex task. Nonetheless, this method offered many options to illustrate and analyse the results, including tables, graphs, figures, etc.

Another limitation to bear in mind was sending questionnaires out to students who had learning difficulties, were less fluent in English, or who found it more difficult to express themselves as clearly as others. When selecting interviewees, these particular sets of students would not have been included, with the possibility that some interesting views may have been omitted. With this in mind, such students,

who were likely to find transition a daunting process, could have given more depth to the study.

Nonetheless, I have gained much insight into the theory and practices within transition. Having had consent to carry out my research at St. Paul's School allowed the researcher to continuously seek to contribute to the development and implementation of transition programmes within this rich international context. It is felt that improvements have been achieved over the years and this has had a direct impact on students' lives. Moreover, the development of my expertise in this field will continue to support my practice in years to come. Such practices can branch out to other related areas within this field, including the adaptation of newcomers (local and international students and teachers), as well as transition from infant to primary and secondary to tertiary education.

6.3 Suggestions for Future Research

Most research which investigates transition is cross-sectional, meaning that the research is made at a specific point in time (Collins and Sayer, 2000). However, it is possible that there are temporary setbacks in transition which may not be reflected within this process. Therefore, it may be more desirable to adopt a longitudinal study in order to assess students' outcomes at different stages (Lester, 2012). Rhodes et al. (2004) emphasize the importance of developing a deeper and more long-term understanding of social relationships, with references to student outcomes. With this in mind, it would be my intention to investigate transition from this broader perspective. It would be recommendable to extend the research from this singular environment to other contexts, hence looking at transition in other international schools, locally in São Paulo, or in other parts of the world. This would be a useful exercise to identify potential trends across the different environments. These are all considerations that would extend the limits of this research.

6.4 Concluding Remarks

This review of the literature and the data findings on the experience of young people who are transitioning from primary to secondary school revealed the important nature of the transition process and its effects on students' lives.

Findings were grouped and discussed under key themes: time frame of transition; sense of belonging and wellbeing; the role of teachers, parents and peers; academic outcomes; and the importance of family-school connections. The outcome of this research proves the value of effective transition programmes in supporting students academically and socially. It is acknowledged that transition programmes must be reviewed with the contributions of all stakeholders. The collaboration between teachers in both schools is critical in the passage from primary to secondary schools, as well as the partnership developed between parents and the school.

Clearly, it is a recommendation that more time and care over the transition programme is allowed, thus enhancing a more successful social adjustment, institutional adjustment and curriculum interest and continuity. To achieve this, a solid policy needs to be developed and embraced by those involved. Within such a policy, provisions must be made towards the following: positive social interactions amongst students and teachers; provisions for physical adjustments; and academic alignment. As schools evolve, teachers must keep abreast of the changes taking place in order to support students accordingly.

This assignment explored factors affecting transition through the eyes of stakeholders involved directly within the process. It is hoped that the findings in this thesis, which are shared with colleagues, have contributed to raising awareness and understanding of the issues involved to assist young people with the demands of a particular phase in their educational journey.

Bibliography

- Acar, E. (2011) Effects of social capital on academic success: A narrative synthesis. *Educational Research and Reviews*, 6 (6): pp. 456-461.
- Akram, C. (1995) Change and adaptation: children and curriculum in international Schools. *International Schools Journal*, 15 (1): pp. 39-53.
- Ali, S. and Dunsmuir, S. (2014) Time to Move On. *SEN Magazine*, March-April (69): pp. 41-45.
- Almeida, D.M. and Wong, J.D. (2009) Life transitions and daily stress processes. In Elder G.H. and Giele J.Z. (eds.) *The craft of life course research*. New York: Guilford: pp. 141–162.
- Alstad-Davies, C. (2015) What is the Difference Between Heterogeneous and Homogeneous Grouping? [Online] Available at: <<https://resumes-for-teachers.com/blog/interview-questions/difference-between-heterogeneous-and-homogeneous-grouping/>> [accessed January 20th, 2017].
- Anderman, E.M. (2013) Middle School Transitions. In Hattie, J. and Anderman, E.M. (eds.) *International Guide to Student Achievement*. London: Routledge: pp. 176-178.
- Anderson, C. (2010) Presenting and Evaluating Qualitative Research. *American Journal of Pharmaceutical Education*, 74 (8): pp. 141.
- Anderson, C.A., Berkowitz, L., Donnerstein, E., Huesmann, L.R., Johnson, J.D., Linz, D., Malamuth, N.M. and Wartella, E. (2003) The influence of media violence on youth. *Psychological Science in the Public Interest*, 4 (3): pp. 81–110.
- Anderson, C.A. and Bushman, B.J. (2002) Psychology: The effects of media violence on society. *Science*, 295 (5564): pp. 2377–2379.
- Anderson, L.W., Jacobs, J., Schramm, S. and Splittgerber, F. (2000) School transitions: Beginning of the end or a new beginning? *International Journal of Education*, 33 (4): pp. 325–339.
- Andrews, C. and Bishop, P. (2012) Middle grades transition programmes around the globe. *Middle School Journal*, 44 (1): pp. 8-14.
- American Psychological Association (APA) (2002) *Developing Adolescents: A Reference for Professionals*. Washington: APA.
- Anney, V.N. (2014) Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5 (2): pp. 272-281.

- Appiah, K.A. (2005) *The Ethics of Identity*. Princeton: Princeton University Press.
- Ashton, R. (2008) Improving the Transfer to Secondary School: how every child's voice can matter. *Support for Learning*, 23 (4): pp. 176-182.
- Attia, M. (2017) Be(com)ing a reflexive researcher: a developmental approach to research methodology. *Open Review of Educational Research*, 4 (1): pp. 33-45.
- Banks, S. and Armstrong, A. (2013) Everyday ethics in community-based participatory research. *Contemporary Social Science*, 8 (3): pp. 263–277.
- Bailey, L. (2015) Reskilled and 'Running Ahead': Teachers in an international school talk about their work. *Journal of Research in International Education*, 14 (1): pp. 3-15.
- Bannink, R., Broeren, S., van de Looij-Jansen, P.M., de Waart, F.G. and Raat, H. (2014) Cyber and Traditional Bullying Victimization as a Risk Factor for Mental Health Problems and Suicidal Ideation in Adolescents. *PLoS ONE* 9(4). [Online] Available at: <<http://www.ncbi.nlm.nih.gov.ezproxy1.bath.ac.uk/pmc/articles/PMC3981739/>> [accessed January 14th, 2017].
- Bartle, P. (2010) What is Community? A Sociological Perspective. [online] Available at: < <http://www.scn.org/cmp/whatcom.htm> > [accessed March 14th, 2017].
- Bell, J. (2005) *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. 4th Edition. Maidenhead: Open University Press.
- Benner, A.D. (2011) The Transition to High School: Current Knowledge, Future Directions. *Educational Psychology Review*, 23(3): pp. 299–328.
- Benner, A.D. and Graham, S. (2009) The transition to high school as a developmental process among multi-ethnic urban youth. *Child Development*, 80 (2): pp. 356–376.
- BERA (2011) *Ethical Guidelines For Educational Research*. [Online] Available at: <<http://content.yudu.com/Library/A2xnp5/Bera/resources/index.htm?referrerUrl=http://free.yudu.com/item/details/2023387/Bera> > [accessed January 26th, 2017].
- Berry, J.W. (1997) Immigration, Acculturation, and Adaptation. *Applied Psychology*, 46 (1): pp. 5-34.
- Berry, J.W., Poortinga, Y.H. and Pandey, J. (1997) *Handbook of Cross-Cultural Psychology: Theory and Method*. Boston: Allyn & Bacon.

Best, P., Manktelow, R. and Taylor, B. (2014) Online communication, social media and adolescent wellbeing: A systematic narrative review. *Children and Youth Services Review*, 41 (June): pp. 27–36.

Blake, B. and Pope, T. (2008) Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms. *Journal of Cross-Disciplinary Perspectives in Education*, 1 (1): pp. 59-67.

Bornstein, M.H. (2012) Cultural Approaches to Parenting. *Parenting: Science and Practice*, 12 (2): pp. 212-221.

Brannen, J. and O'Brien, M. (1995) Childhood and the sociological gaze: paradigms and paradoxes. *Sociology*, 29 (1): pp. 729–737.

Bronfenbrenner, U. (1994) Ecological Models of Human Development. *International Encyclopaedia of Education*, Vol. 3 (2nd edition). New York: Freeman: pp. 1643-1647.

Brummit, N. (2009) Presentation to IPSEF Conference. London: 22 October 2009.

Bryan, R., Treanor, M. and Hill, M. (2007) Evaluation of pilots to improve primary to secondary school transitions. Edinburgh: Scottish Executive.

Bryman, A. (2001) *Social Research Methods*. Oxford: Oxford University Press.

Buckley, K.E. and Anderson, C.A. (2006) A theoretical model of the effects and consequences of playing video games. In Vorderer, P. and Bryant, J. (eds.) *Playing Video Games – Motives, Responses, and Consequences*. Mahwah: LEA: pp. 363-378.

Bunnell, T., Fertig, M. and James, C. (2016) Bringing institutionalisation to the fore in educational organisational theory: Analysing International Schools as institutions. Paper presented at American Educational Research Association Annual Meeting, Washington.

Burrell, G. and Morgan, G. (1979) *Sociological Paradigms and Organisational Analysis*. London: Heinemann Educational Books.

Bushman, B.J. and Anderson, C.A. (2009) Comfortably numb: Desensitizing effects of violent media on helping others. *Psychological Science*, 20 (3): pp. 273–277.

Bywater, T. and Sharples, J. (2012) Effective evidence-based interventions for emotional well-being: lessons for policy and practice. *Research Papers in Education*, 27 (4): pp. 389-408.

Cambridge, J. (2011) International Curriculum. In Bates, R. (ed.) (2011) *Schooling Internationally: Globalisation, Internationalisation, and the future for international schools*. Abingdon: Routledge: pp. 121-147.

Campbell, C. (2011) How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools. National College for School Leadership. [Online] Available at: <<http://dera.ioe.ac.uk/12136/1/download%3Fid%3D156367%26filename%3Dhow-to-involve-hard-to-reach-parents-full-report.pdf>> [accessed May 28th, 2018].

Carcary, M. (2009) The Research Audit Trial – Enhancing Trustworthiness in Qualitative Inquiry. *Journal of Business Research Methods*, 7 (1): pp. 11 – 24.

Chang, M. (2007) Cultural differences in parenting styles and their effects on teens' self-esteem, perceived parental relationship satisfaction, and self-satisfaction. PHD Thesis. Carnegie Mellon University.

Checa, P. and Abundis-Gutierrez, A. (2017) Parenting and Temperament Influence on School Success in 9–13 Year Olds. *Frontiers in Psychology*. 8 (543). [Online] Available at: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5388739/>> [accessed May 28th, 2018].

Chedzoy, S.M. and Burden, R.L. (2005) Assessing student attitudes to primary–secondary school transfer. *Research in Education*, 74 (1): pp. 22–35.

COBIS - Council of British International Schools (2015) Inspection report - St. Paul's, the British School of São Paulo, Brazil [Online] Available at: <https://www.cobis.org.uk/uploaded/COBIS_-_Our_Schools/BSO_Inspection_Reports/BSO_report_-_St_Paul's_Sao_Paulo_-_30.11.2015_-_final.pdf> [accessed January 12th, 2017].

Cohen, L., Manion, L. and Morrison, K. (2011) *Research Methods in Education*. 7th edition. London: Routledge.

Cohen, S. (2004) Social relationships and health. *American Psychologist*, 59 (8): pp. 676-684.

Collingwood, S. (2017) The current transition system asks too much of our vulnerable pupils – and they need our support. TES [Online] Available at: <<https://www.tes.com/news/school-news/breaking-views/current-transition-system-asks-too-much-our-vulnerable-pupils-and>> [accessed November 3rd, 2017].

Collins, L.M. and Sayer, A.G. (2000) Modeling Growth and Change Processes: Design, Measurement and Analysis for Research in Social Psychology. In Reis, H.T. and Judd, C.M. (eds.) *Handbook of Research Methods in Social and Personality Psychology*. Cambridge: Cambridge University Press: pp. 478-495.

Collins, W.A., Maccoby, E.E., Steinberg, L., Hetherington, E.M. and Bornstein, M.H. (2000) Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55 (2): pp. 218-232.

Creswell, J. (2003) *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.) Thousand Oaks, CA: SAGE Publications.

Crotty, M. (1998) *Foundations of social research: Meaning and Perspective in the Research Process*. London: Sage.

Davies, D., Davis, S., Egan, D. and Hodgkin, K.G. (2018) Transition from Primary to Secondary School and More Able and Talented (MAT) Disadvantaged Pupils: Evidence from South-east Wales. *Wales Journal of Education*, 20 (1): pp. 46-75.

Denscombe, M. (2014) *The Good Research Guide for Small-Scale Social Research Projects*. Fifth Edition. Maidenhead: Open University Press.

Department of Education (2014) *Excellence and Enjoyment: social and emotional aspects of learning*. [Online] Available at: <<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/SEAL%20Guidance%202005.pdf>> [accessed January 17th, 2017].

Department of Education (2015) *Mental health and behaviour in schools: Departmental advice for school staff*. [Online] Available at: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416786/Mental_Health_and_Behaviour_-_Information_and_Tools_for_Schools_240515.pdf> [accessed January 15th, 2017].

DfES and Office for National Statistics (2001) *Statistics of Education: Permanent Exclusions from Maintained Schools in England*.

Dockett, S. and Perry, B. (2001) *Starting School: Effective Transitions*. Early Childhood Research and Practice, 3 (2). Online. Available at: <<http://ecrp.uiuc.edu/v3n2/dockett.html>> [accessed February 14th, 2017].

Dockett, S. and Perry, B. (2014) *Continuity of learning: A resource to support effective transition to school and school age care*. Online. Available at: <http://www.csu.edu.au/__data/assets/pdf_file/0015/1101093/continuity.pdf> [accessed May 29th, 2018].

Dockett, S. (2017) *The Role of Schools and Communities in Children's School Transition*. Online. Available at: <<http://www.child-encyclopedia.com/school-readiness/according-experts/role-schools-and-communities-childrens-school-transition>> [accessed May 29th, 2018].

Durkheim, E. (2006) *Education: Its Nature and Its Role*. In Lauder, H., Brown, P., Dillabough, J.A. and Halsey, A.H. (eds.) *Education, Globalization and Social Change*. Oxford: Oxford University Press: pp. 76-87.

Ecclestone, K., Biesta, G. and Hughes, M. (2010) Transitions in the lifecourse: the role of identity, agency and structure. In Ecclestone, K, Biesta, G. and Hughes, M. (eds.) *Transition and Learning Through the Lifecourse*. Abingdon: Routledge: pp. 1-15.

Espelage, D., Bosworth, K. and Simon, T. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling and Development*, 78 (3): pp. 326–333.

Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P. and Siraj-Blatchford, I. (2008) What Makes a Successful Transition from Primary to Secondary School? [Online] Available at: < <https://dera.ioe.ac.uk/8618/1/DCSF-RR019.pdf>> [accessed January 14th, 2017].

Galton, M., Gray, J. and Rudduck, J. (1999) *The Impact of School Transitions and Transfers on Pupil Progress and Attainment*. Research Report RR131. Nottingham: DfEE Publications.

Galton, M., Gray, J. and Rudduck, J. (2003) *Transfer and Transitions in the Middle Years of Schooling (7-14): Continuities and Discontinuities in Learning*. Department for Education and Skills: *Creating Opportunity, Releasing Potential, Achieving Excellence*. Research Report RR443.

Galton, M., Morrison, I. and Pell, T. (2000) Transfer and transition in English schools: Reviewing the evidence. *International Journal of Education*, 33 (4): pp. 341–363.

Galton, M. and Morrison, I. (2000) Concluding comments. Transfer and transition: The next steps. *International Journal of Educational Research*, 33 (4): pp. 443–449.

Garton, B. (2000) Recruitment of teachers for international education. In Hayden, M. and Thompson, J.J. (eds.) *International School & International Education: Improving Teaching, Management & Quality*. London: Kogan Page: pp. 85-95.

Gaskell, R. (2017) China's expanding international school options. *Relocate Global*. [Online] Available at: <<https://www.relocatemagazine.com/articles/education-schools-international-guide-2017-chinas-expanding-international-school-options>> [accessed June 11th, 2018].

Gayle, B.M., Cortez, D. and Preiss, R.W. (2013) Safe Spaces, Difficult Dialogues, and Critical Thinking. *International Journal for the Scholarship of Teaching and Learning* 7: (2): Article 5. [Online] Available at: <<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?referer=https://www.google.com.br/&httpsredir=1&article=1390&context=ij-sotl>> [accessed January 6th, 2018].

Gluckman, P. (2011) Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence. [Online] Available at: <<http://www.pmcasa.org.nz/wp-content/uploads/Improving-the-Transition-report.pdf>> [accessed January 18th, 2017].

Goodall, J. (2017) Narrowing the Achievement Gap: Parental engagement with children's learning; creating a learning-centred schooling system. London: Routledge.

Goodall, J. and Montgomery, C. (2013) Parental involvement to parental engagement: A continuum. *Educational Review*, 66 (4): pp. 399-410.

Gresham, F.M., Vance, M.J. and Chenier, J. (2013) Improving Academic Achievement with Social Skills. In Hattie, J. and Anderman, E.M. (eds.) *International Guide to Student Achievement*. London: Routledge: pp. 327-328.

Grimshaw, T. and Sears, C. (2008) "Where am I from?" "Where do I belong?": The negotiation and persistence of identity in international schools students. *Journal of Research in International Education*, 7 (3): pp. 259-278.

Grunland, S.A. and Mayers, M.K. (2010) Enculturation and Acculturation: A reading for Cultural Anthropology. [online] Available at: <<http://home.snu.edu/~hculbert/encultur.htm>> [Accessed March 15th, 2018].

Gudykunst, B. and Kim, Y.Y. (1997) (eds.). *Communicating with strangers: An Approach to Intercultural Communication*. (3rd ed.) New York: McGraw-Hill.

Gunzenhauser, M. and Gerstl-Pepin, C. (2003) 'Teaching the Philosophical Foundations of Inquiry in Post-Paradigm Contexts'. Paper presented at the annual meeting of the American Educational Research Association Chicago: Illinois.

Gutman, L.M. and Midgley, C. (2000) The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence*, 29 (2): pp. 223-48.

Hall-Lande, J.A., Eisenberg, M.E., Christenson, S.L. and Neumark-Sztainer, D. (2007) Social Isolation, Psychological Health, and Protective Factors in Adolescence. *Adolescence*, 42 (166): pp. 265-286.

Hallinan, B. (2007) *International Education and the Global Present: Perspectives of International Practitioners*. EdD. University of Bath.

Hardman, J. (2001) Improving Recruitment and Retention of Quality Overseas Teachers. In Blandford, S. and Shaw, M. (eds.) *Managing International Schools*. London: Routledge/Falmer: pp. 123-135.

Harris, L.R. and Brown, G.T.L. (2010) Mixing interview and questionnaire methods: Practical problems in aligning data. *Practical Assessment, Research & Evaluation*, 15 (1): pp. 1-19.

Harris, A. and Goodall, J.S. (2007) *Engaging Parents in Raising Achievement - Do Parents Know They Matter? A research project commissioned by the Specialist Schools and Academies Trust*. University of Warwick.

Harris, A. and Goodall, J.S. (2009) *Helping Families Support Children's Success at School. Save the Children*. [online] Available at: <https://researchportal.bath.ac.uk/files/20147393/Helping_Families_Review_of_Research_Evidence_5_1.pdf> [Accessed March 6th, 2019].

Harrington, R. (2012) *Stress, Health and Wellbeing: Thriving in the 21st Century*. Belmont: Wadsworth.

Haslam, S.A., Jetten, J., Postmes, T. and Haslam, C. (2009). Social identity, health and wellbeing: An emerging agenda for applied psychology. *Applied Psychology: An International Review*, 58 (1): pp. 1-23.

Hawker, D. and Boulton, N. (2000) Twenty years' research on peer victimisation and psychological adjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology & Psychiatry*, 41 (4): pp. 441–55.

Hayden, M.C. and Thompson, J.J. (2008) *International Schools: Growth and Influence*. Paris: United Nations Educational, Scientific and Cultural Organisation (UNESCO).

Hayden, M.C. and Thompson, J.J. (2011) Teachers for the International School of the Future. In Bates, R. (ed.) (2011) *Schooling Internationally: Globalisation, Internationalisation, and the future for international schools*. Abingdon: Routledge: pp. 83-100.

Heale, R. and Twycross, A. (2018) What is a case study? [Online] Available at: <<https://ebn.bmj.com/content/ebnurs/21/1/7.full.pdf>> [accessed March 12th, 2019].

Hearron, P.F. and Hildebrand, V. (2009) *Guiding Young Children*. Boston: Pearson.

Hesse-Biber, S.N. and Leavy, P. (2011) *The Practice of Qualitative Research*. 2nd Edition. London: Sage.

Hill, I. (2006) Student types, school types and their combined influence on the development of Intercultural understanding. *Journal of Research in International Education*, 5 (5): pp. 5-33.

Hill, N.E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K.A., Bates, J.E. and Pettit, G.S. (2004) Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development*, 75 (5): pp. 1491–1509.

HMC website (2017) St. Paul's School. [Online] Available at: <<http://www.hmc.org.uk/schools/st-pauls-school/>> [accessed January 12th, 2017].

Hodgkin, K.G. (2013) Schooling, Physical Education and the Primary-Secondary Transition. A thesis submitted to Cardiff Metropolitan University in partial fulfilment for the degree of Doctor of Philosophy. Cardiff School of Education Cardiff Metropolitan University.

Hodgkin, K.G., Fleming, S., Beauchamp, G. and Bryant, A. (2013) Perception to Reality: Pupils' expectations and experiences of the primary-secondary school transition. *Educational Futures*, 6 (1): pp. 28-40.

Hofstede, G. (1984) The Cultural Relativity of the Quality of Life Concept. *The Academy of Management Review*, 9 (3): pp. 389-398.

Hoskins, D.H. (2014) Consequences of Parenting on Adolescent Outcomes. *Societies*, 4 (3): pp. 506-531.

Hughes, M. and Project Team (2008) 'Supporting Primary–Secondary Transfer through Home–School Knowledge Exchange'. *Teaching and Learning Research Briefing*, 45 (June) UK: Teaching and Learning Research Programme (TLRP).

Humphrey-Taylor, H. (2015) Barriers to parental involvement in their children's education. *Journal of Initial Teacher Inquiry*, 1 (2015): pp. 68-70.

IBO (2015) What is an IB Education? [Online] Available at: <<https://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>> [accessed June 11th, 2018].

IBO (2017a) Facts about IB programmes and schools [Online] Available at: <<http://www.ibo.org/en/about-the-ib/facts-and-figures/>> [accessed March 13th, 2017].

IBO (2017b) Mission [Online] Available at: < <http://www.ibo.org/about-the-ib/mission/>> [accessed March 13th, 2017].

Ingrim, D. and London, R. (2015) The Health Consequences of Social Isolation "It Hurts More Than You Think": Literature Review for Beyond Differences: Negative Correlates of Social Isolation. [Online] Available at: <http://www.beyonddifferences.org/media/uploads/teacher-docs/consequences_of_social_isolation_2015-2016.pdf> [accessed January 14th, 2017].

ISams (2017) St. Paul's School Database [online] Available at <isams.stpauls.br/main/Framework> [accessed January 18th, 2017].

James, K. (2007) 'Factors Influencing Students' Choice(s) of Experimental Science Subjects within the International Baccalaureate Diploma Programme. *Journal of Research in International Education*, 6 (1): pp. 9-40.

Jindal-Snape, D., Cantali, D., MacGillivray, S. and Hannah, S. (2019) Primary to secondary school transitions: systematic literature review [online] Available at <<https://www.gov.scot/publications/primary-secondary-transitions-systematic-literature-review/pages/2/>> [accessed March 6th, 2019].

Johnston, J.S. (2002) John Dewey and the role of Scientific Method in Aesthetic Experience. *Studies in Philosophy and Education*, 21 (1): pp. 1–15.

Jose, P.E. and Lim, B.T. (2014) Social Connectedness Predicts Lower Loneliness and Depressive Symptoms over Time in Adolescents. *Open Journal of Depression*, 3 (4): pp. 154-163.

Juvonen, J. and Gross, E.F. (2008) Extending the school grounds? Bullying experiences in cyberspace. *Journal of School Health*, 78 (9): pp. 496–505.

Katamei, J.M. and Omwono, G.A. (2015) Intervention Strategies to Improve Students' Academic Performance in Public Secondary Schools in Arid and Semi-Arid Lands in Kenya. *International Journal of Social Science Studies*, 3 (4): pp. 107-120.

Khattab, N. (2015) Students' aspirations, expectations and school achievement: what really matters? *British Educational Research Journal*, 41 (5): pp. 731–748.

Kim, H.H. (2016) The impact of online social networking on adolescent psychological wellbeing (WB): a population-level analysis of Korean school-aged children. *International Journal of Adolescence and Youth*. [online] Available at: <<http://www.tandfonline.com/doi/abs/10.1080/02673843.2016.1197135>> [accessed February 10th, 2017].

Kinmond, K. (2012) Coming Up With a Research Question. In Sullivan, C., Gibson, S. and Riley, S. (eds.) *Doing your Qualitative Psychology Project*. London: Sage: pp. 23-36.

Kipping, R.R., Smith, M., Heron, J., Hickman, M. and Campbell R. (2015) Multiple risk behaviour in adolescence and socio-economic status: findings from a UK birth cohort. *The European Journal of Public Health*, 25 (1): pp. 44-49.

Kirshner, D. (2004) Enculturation: The neglected learning metaphor in mathematics education. In McDougall, D. and Ross, J.A. (eds.) *Proceedings of the twenty-sixth annual meeting of the International Group for the Psychology of Mathematics Education. North American Chapter - Vol. 2*. Toronto: OISE/UT: pp. 765-772.

Klem, A.M. and Connell, J.P. (2004) Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74 (7): pp. 262-273.

Knight, P.B. (2013) Understanding the contexts of children's transition from primary to secondary education. A thesis submitted for the degree of Doctor of Philosophy University of Bath Department of Education.

Kreider, H., Caspe, M., Kennedy, S. and Weiss, H. (2007) Family involvement in Middle and High School students' education. Harvard Family Research Project. [online] Available at: <<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/adolescent.html>> [accessed January 14th, 2017].

Kuhn, T. (1970) *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Kumar, R. (2011) *Research Methodology*. 3rd edition. London: Sage.

Kuss, D.J., Griffiths, M.D. and Binder, J.F. (2013) Internet addiction in students: Prevalence and risk factors. *Computers in Human Behavior*, 29 (3): pp. 959–966.

Kvale, S. (1996) *Interviews: An Introduction to Qualitative Research Interviews*. Thousand Oaks: Sage.

LAHC (2017) [online] Available at: <<http://www.cobisec.org/LAHC.htm>> [accessed January 12th, 2017].

Leedy, P. and Ormrod, J. (2001) *Practical research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.

Legard, R., Keegan, J. and Ward, K. (2014) In-depth Interviews. In Ritchie, J., Lewis, J., Nicholls, C.M. and Ormston, R. (eds.) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. 2nd Edition. London: Sage: pp. 138-169.

Lester, L.J. (2012) *Bullying and the transition from primary to secondary school*. PhD thesis. Edith Cowan University.

Lester, L.J., Mander, D. and Cross, D. (2014) Bullying behaviour following students' transition to a secondary boarding school context. In Taylor, M.F., Pooley, J.A. and Merrick, M.J. (eds.) *Adolescence: Places and spaces*. Hauppauge NY: Nova Science Publishers: pp. 35–46.

Lewis, J. and Nicholls, C.M. (2014) Design Issues. In Ritchie, J., Lewis, J., Nicholls, C.M. and Ormston, R. (eds.) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. 2nd Edition. London: Sage: pp. 47-76.

Lewis, K. (2016) Building Students' Sense of Social Belonging as a Critical First Step. [online] Available at: <<http://educationnorthwest.org/northwest-matters/building-students-sense-social-belonging-critical-first-step>> [accessed June 7th, 2018].

Lin, J.H. (2013) Do video games exert stronger effects on aggression than film? The role of media interactivity and identification on the association of violent content and aggressive outcomes. *Computers in Human Behavior*, 29 (3): pp. 535–543.

Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic Inquiry*. Newbury Park: Sage.

Lips, M., Eppel, E., McRae, H., Starkey, L., Sylvester, A., Parore, P. and Barlow, L. (2017) Understanding children's use and experience with digital technologies - Final research report. [online] Available at: <https://www.victoria.ac.nz/__data/assets/pdf_file/0003/960177/Understanding-children-use-and-experience-of-digital-technologies-2017-v2.pdf> [accessed June 5th, 2018].

Lipsitz, J. (2002) *Successful Schools for Young Adolescents*. London: Transaction Publishers.

Liu, J. and Graves, N. (2011) Childhood Bullying: A Review of Constructs, Contexts and Nursing Implications. *Public Health Nursing*, 28 (6): pp. 556-568.

Lloyd, C. (2005) *Growing Up Global. The Changing Transitions to Adulthood in Developing Countries*. Washington: The National Academies Press.

Lopes Neto, A.A. (2005) Bullying: aggressive behavior among students. *Jornal de Pediatria*, 81 (5): pp. 164-172.

Lowe, J. (2000) Assessment and Educational Quality: Implications for International Schools. In Hayden, M. and Thompson, J.J. (eds.) *International Schools and International Education Improving Teaching, Management and Quality*. London: Kogan Page: pp. 15-28.

Luthar, S.S. (ed.) (2003) *Resilience and vulnerability. Adaptations in the context of childhood adversities*. New York: Cambridge University Press.

Lysgaard, S. (1955) Adjustment in a foreign society: Norwegian Fulbright Grantees Visiting The United States. *International Social Science Bulletin*, 7 (1): pp. 45-51.

Maccoby, E.E. and Lewis, C.C. (2003) Less day care or different day care? *Child Development*, 74 (4): pp. 1069 – 1075.

Mah, R. (2015) Poor Parenting and Cognitive Development- Part 1 of 2 on Cognitive Development. [online] Available at: <<https://ronaldmah.wordpress.com/2015/11/01/poor-parenting-and-cognitive-development-part-1-of-2-on-cognitive-development/>> [accessed May 30th, 2018].

Marjoribanks, K. (2002) Family background, individual and environmental influences on adolescents' aspirations. *Educational Studies*, 28 (1): pp. 33–46.

Maslow, A.H. (1943) 'A theory of human motivation'. *Psychological Review*, 50 (4): pp. 370–396.

Mason, J. (2002) *Qualitative Researching*. London: Sage.

Masten, A. (2001) Ordinary magic: Resilience processes in development. *American Psychologist*, 56 (3): pp. 227-238.

McGee, C., Ward, R., Gibbons, J. and Harlow, A. (2003) Transition to Secondary School: A Literature Review. Report to the Ministry of Education. University of Waikato.

McLeod, S. (2017) Developmental Psychology. [Online] Available at: <<https://www.simplypsychology.org/developmental-psychology.html>> [accessed May 30th, 2018].

McNeely, C., Nonnemaker, J.M. and Blum, R.W. (2002) Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72 (4): pp. 138-146.

Measor, L. and Fleetham, M. (2005) *Moving to Secondary School*. Stafford: Network Educational Press Ltd.

Meireles, A.L., Xavier, C.C., Proietti, F.A. and Teixeira Caiaffa, W. (2015) Influence of individual and socio-environmental factors on self-rated health in adolescents. *Revista Brasileira de Epidemiologia*. [Online] Available at: <http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1415-790X2015000300538#f01> [accessed January 14th, 2017].

Mieto, G.S.M., Barbato, S. and Rosa, A. (2017) Teachers in transition: A study on production of meanings in initial practice in inclusive education. *Psicologia: Teoria e Pesquisa*, 32 (esp): pp. 1-9.

Migliorini, L., Rania, N. and Cardinali, P. (2014) Intercultural learning context and acculturation strategies. *Procedia - Social and Behavioral Sciences*, 171 (16): pp. 374 – 381.

Ministry of Education (2010) *Easing the Transition from Primary to Secondary Schooling: Helpful Information for Schools to Consider*. Wellington: Ministry of Education.

Monahan, K.C., Oesterie, S. and Hawkins, J.D. (2010) Predictors and Consequences of School Connectedness: The Case for Prevention. *The Prevention Researcher*, 17 (3): pp. 3-6.

Moore, K.A., Guzman, L., Hair, E., Lippman, L. and Garrett, S. (2004) Parent-Teen Relationships and Interactions: Far More Positive Than Not. *Child Trends*. [Online] Available at: <<http://trove.nla.gov.au/work/30586152?selectedversion=NBD26898745>> [accessed February 10th, 2017].

Morgan, C.L. and Thurston, J.G. (1999) *Intercultural Understanding between the Researcher and Researched*. AILA, Tokyo: Jacet.

Mota, R. and Scott, D. (2014) *Education for Innovation and Independent Learning*. Oxford: Elsevier.

Moustakas, C. (1990) *Heuristic Research: Design, Methodology and Applications*. London: Sage.

Nagrath, C. (2018) Teaching Overseas: Are you Qualified? *The International Educator*. [Online] Available at: <<https://www.tieonline.com/article/86/teaching-overseas-are-you-qualified->> [accessed June 11th, 2018].

Nauert, R. (2016) Parents Should Not Put Too Much Pressure on Kids. *Psych Central*. [Online] Available at: <<https://psychcentral.com/news/2016/12/01/parents-should-not-put-too-much-pressure-on-kids/113269.html>> [accessed May 29th, 2018].

Neal, P. (2016) Bridging the gap between primary and secondary school. *Capita*. [Online] Available at: <<http://www.capita-sims.co.uk/resources/blog/bridging-gap-between-primary-and-secondary-school>> [accessed March 6th, 2017].

Neal, S. and Frederickson, N. (2016) ASD transition to mainstream secondary: a positive experience? *Educational Psychology in Practice*, 32 (4): pp. 355-373.

Neal, S., Rice, F., Ng-Knight, T., Riglin, L. and Frederickson, N. (2016) Exploring the longitudinal association between interventions to support the transition to secondary school and child anxiety. *Journal of Adolescence*, 50 (July): pp. 31-43.

Nekby, L., Rodin, M. and Ozcan, G. (2007) *Acculturation Identity and Educational Attainment*. Bonn: IZA Discussion Paper Series, Number 3172. [online] Available at: <<http://ftp.iza.org/dp3172.pdf>> [accessed June 12th, 2018].

Nelson, T. (2006) *The Psychology of Prejudice*. Boston: Pearson.

Neuendorf, K. A. (2019) Content analysis and thematic analysis. In P. Brough (Ed.), *Research methods for applied psychologists: Design, analysis and reporting* (pp. 211-223). New York: Routledge.

Newman, B.M., Lohman, B.J., Newman, P.R., Myers, M.C. and Smith, V.L. (2000) Experiences of urban youth navigating the transition to ninth grade. *Youth and Society*, 31 (4): pp. 387–416.

Niesel, R. and Griebel, W. (2005) Transition Competence and Resiliency in Educational Institutions. *International Journal of Transitions in Childhood*, 1 (1): pp. 4-11.

Nolan, S. (2012) An Exploration of the Primary to Secondary School Transition in an Irish Context. A thesis submitted in partial fulfilment of the requirements of the University of East London for the degree of Professional Doctorate in Applied Educational and Child Psychology.

Notar, C., Padgett, S. and Roden, J. (2013) Cyberbullying: Resources for Intervention and Prevention. *Universal Journal of Educational Research*, 1 (3): pp. 133-145.

Nyarko, K. (2011) The influence of authoritative parenting style on adolescents' academic achievement. *American Journal of Social and Management Sciences*, 2 (3): pp. 278-282.

O'Brien, K.A. and Bowles, T.V. (2013) The Importance of Belonging for Adolescents in Secondary School Settings. *The European Journal of Social & Behavioural Sciences*, 5 (2): pp. 976-984.

OECD (2012a) Equity and Quality in Education: Supporting Disadvantaged Students and Schools. [Online] Available at: <<http://www.oecd.org/education/school/50293148.pdf>> [accessed January 14th, 2017].

OECD (2012b) Ready to Learn: Students' Engagement, Drive and Self-beliefs [Online] Available at: <<https://www.oecd.org/pisa/keyfindings/PISA2012-Vol3-Chap6.pdf>> [accessed May 22nd, 2018].

OECD (2018) Parental Involvement [Online] Available at: <<http://gpseducation.oecd.org/revieweducationpolicies/#!/node=41727&filter=all>> [accessed May 22nd, 2018].

O'Keeffe, G.S. and Clarke-Pearson, K.C. (2011) The Impact of Social Media on Children, Adolescents and Families. *Pediatrics*, 127 (4): pp. 800-804.

Oppenheim, A.N. (2001) Questionnaire Design, Interviewing and Attitude Measurement. London: Continuum.

Ormston, R., Spencer, L., Barnard, M. and Snape, D. (2014) The Foundations of Qualitative Research. In Ritchie, J, Lewis, J. Nicholls, C.M., Ormston, R. (eds.) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. 2nd Edition. London: Sage: pp. 1-26.

Ozbay, F., Johnson, D.C., Dimoulas, E., Morhan, C.A., Charnay, D. and Southwick, S. (2007) Social Support and Resilience to Stress: From Neurobiology to Clinical Practice. *Psychiatry*, 4 (5): pp. 35-40.

Pandey, S. and Patnaik, S. (2014) Establishing Reliability and Validity in Quantitative Inquiry: A Critical Examination. *Journal of Development and Management Studies*, 12 (1): pp. 5743-5753.

Pantic, I. (2014) Online social networking and mental health. *Cyberpsychology, Behavior, and Social Networking*, 17 (10): pp. 652-657.

Pearce, R. (2001) Developing Cultural Identity in an International School Environment. In Hayden, M.C. and Thompson J.J. (eds.) *International education: principles and practice*. London: Kogan Page: pp. 44-62.

Pearce, R. (2007) Culture and Identity: Exploring Individuals within Groups. In Hayden, M. C., Levy J. and Thompson J.J. (eds.) *Handbook of Research in International Education*. London: Sage: pp. 128-139.

Pelm, N. (2009) Thinking resources for educational research methods and methodology. *International Journal of Research & Method in Education*, 32 (3): pp. 235-248.

Pettigrew, J., Miller-Day, M., Shin, Y.J., Hecht, M.L., Krieger, J.L. and Graham, J.W. (2013) Describing Teacher–Student Interactions: A Qualitative Assessment of Teacher Implementation of the 7th Grade keepin’ it REAL Substance Use Intervention. *American Journal of Community Psychology*, 51 (0): pp. 43-56.

Pew Research Center (2010) Pew Internet & American Life Project. [online] Available at: <<http://pewinternet.org/Reports/2010/Generations-2010.aspx>> [accessed February 10th, 2017]

Pomerantz, E.M. (2007) The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research*, 77 (3): pp. 373-410.

Powell, R., Smith, R., Jones, G. and Reakes, A. (2006) Transition from Primary to Secondary School: Current Arrangements and Good Practice in Wales. NFER. [online] Available at: <<https://www.nfer.ac.uk/publications/WTN01/WTN01.pdf>> [accessed December 31st, 2017]

Prinstein, M.J., Brechwald, W.A. and Cohen, G.L. (2011) Susceptibility to peer influence: Using a performance-based measure to identify adolescent males at heightened risk for deviant peer socialization. *Developmental Psychology*, 47 (4): pp. 1167–1172.

Rader, D. (2011) Developing Transition Programmes for Your School. Notes from the SGIS Transitions Conference 11-12 March 2011. [online] Available at: <<http://www.sgischools.com/cms/images/PDF/conference2011/developing-transition-programmes-for-your-school.pdf>> [accessed June 8th, 2018]

Ratner, C. (2002) Subjectivity and Objectivity in Qualitative Methodology. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research. [online] Available at: <<http://www.qualitative-research.net/index.php/fqs/article/view/829/1801>> [accessed January 18th, 2017]

Regimento Escolar (2017), Título I, Artigo 8, VII [online] Available at: <<http://www.stpauls.br/files/RegimentoEscolar.pdf>> [accessed March 14th, 2017]

Reja, U., Manfreda, L.K., Hlebec, V. and Vehovar, V. (2003) Open-ended vs. Close-ended Questions in Web Questionnaires. In Ferligoj, A. and Mrvar, A. (eds.) Development in Applied Statistics. Volume 19. Ljubljana: Faculty of Social Sciences: pp. 159-177.

Reyes, O., Gillock, K.L., Kobus, K. and Sanchez, B. (2000) A longitudinal examination of the transition into senior high school for adolescents from urban, low-income status, and predominantly minority backgrounds. American Journal of Community Psychology, 28 (4): pp. 519–44.

Rhodes, J., Roffman, J., Reddy, R. and Fredriksen, K. (2004) Changes in self-esteem during the middle school years: a latent growth curve study of individual and contextual influences. Journal of School Psychology, 42 (3): pp. 243 – 261.

Rice, F., Frederickson, N. and Seymour, J. (2011) Assessing student concerns about transition to secondary school. British Journal of Educational Psychology, 81 (2): pp. 244–263.

Rice, F., Frederickson, N., Shelton, K.H., McManus, I.C., Riglin, L. and Ng-Knight, T. (2015) Identifying factors that predict successful and difficult transitions to secondary school. Research Department of Clinical, Educational and Health Psychology, UCL.

Ritchie, J. (2014) The Applications of Qualitative Methods to Social Research. In Ritchie, J., Lewis, J., Nicholls, C.M. and Ormston, R. (eds.) Qualitative Research Practice: A Guide for Social Science Students and Researchers. 2nd Edition. London: Sage: pp. 24-46.

Roberts, A. and Good, E. (2010) Media images and female body dissatisfaction: The moderating effects of the five-factor traits. Eating Behaviors, 11 (4): pp. 211–216.

Rohr, R. (2002) Grieving as Sacred Space. Sojo. January, February 2002 Available at: <<http://sojo.net/magazine/2002/01/grieving-sacred-space>> [accessed May 15th, 2018].

- Rubin, K.H., Bukowski, W.M. and Parker, J.G. (2006) Peer Interactions, relationships, and groups. In Eisenberg, N., Damon, W. and Lerner, R.M. (eds.), *Handbook of Child Psychology: Vol. 3. Social, Emotional, and Personality Development* (6th edition) Hoboken: John Wiley & Sons: pp. 571–645.
- Safdar, S. and Zahrah, S.M. (2016) Impact of Parenting Styles on the Intensity of Parental and Peer Attachment: Exploring the Gender Differences in Adolescents. *American Journal of Applied Psychology*, 4 (2): pp. 23-30.
- Saldana, J. (2009) *The Coding Manual for Qualitative Researchers*. London: Sage.
- Salmivalli, C. (2010) Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15 (2): pp. 112–120.
- Sampasa-Kanyinga, H. and Lewis, R.F. (2015) Frequent use of social networking sites is associated with poor psychological functioning among children and adolescents. *Cyberpsychology, Behavior, and Social Networking*, 18 (7): pp. 380–385.
- Sanders, R.A. (2013) Adolescent Psychosocial, Social and Cognitive Development. *Pediatrics in Review*, 34 (8): pp. 354-359.
- Sanders, D., White, G., Burge, B., Sharp, C., Eames, A., McEune, R. and Grayson, D. (2005) *A Study of the Transition from the Foundation Stage to Key Stage 1*. UK: National Foundation for Educational Research (NFER).
- Sarantakos, S. (1998) *Social Research*. 2nd edition. Basingstoke: Macmillan.
- Schofield, H.T., Bierman, K.L., Heinrichs, B. and Nix, R.L. (2008) Predicting Early Sexual Activity with Behavior Problems Exhibited at School Entry and in Early Adolescence. *Journal of Abnormal Child Psychology*, 36 (8): pp. 1175–1188.
- Schraw, G. (2013) [Online] Conceptual Integration and Measurement of Epistemological and Ontological Beliefs in Educational Research. *International Scholarly Research Notices*. Available at: <<https://www.hindawi.com/journals/isrn/2013/327680/>> [accessed January 19th, 2017].
- Schwandt, T.A. (2007) *The Sage Dictionary of Qualitative Inquiry*. 3rd edition. London: Sage.
- Scott, D. and Usher, R. (2011) *Researching Education: Data Methods and Theory in Educational Inquiry*, 2nd edition. London: Continuum.
- Sen, A. (2006) *Identity and Violence: The Illusion of Destiny*. London: Allen Lane.

Seth, A. (2012) Consciousness: Eight questions science must answer.) [Online] Available at: <<https://www.theguardian.com/science/2012/mar/01/consciousness-eight-questions-science>> [accessed June 15th, 2018].

Sewell, W.H. and Davidson, O.M. (1956) The adjustment of Scandinavian students. *Journal of Social Issues*, 12 (1): pp. 9-19.

Shah, M. (2014) Impact of Management Information Systems (MIS) on School Administration: What the Literature Says. *Procedia - Social and Behavioral Sciences*, 116 (2014): pp. 2799-2804.

Shepherd, J. and Roker, D. (2005) An evaluation of a 'transition to secondary school' project run by the National Pyramid Trust. Brighton: Trust for the Study of Adolescence.

Sherrod, L.R., Flanagan, C.A. and Kassimir, R. (eds.) (2006) *Youth Activism: An International Encyclopedia*. Volume 2 : K-Z. Westport: Greenwood.

Shields, R. (2015) Key Concepts 2. [Online]. ED60272. Educational Research Philosophy and Practice. Bath University. Available at: <<http://2sli.de/static/559d9500ed06f6d8062e7be4>> [accessed January 12th, 2017].

Siraj-Blatchford, I. and Siraj-Blatchford, J. (2009) *Improving Children's Attainment through a Better Quality of Family-based Support for Early Learning*, London, Centre for Excellence and Outcomes. Available at <http://www.c4eo.org.uk/themes/earlyyears/default.aspx?themeid=1>, [accessed May 17th, 2018].

Sirsch, U. (2003) The impending transition from primary to secondary school: Challenge or threat? *International Journal of Behavioural Development*, 27 (5): pp. 385-395.

Smetana, J. (2011) *Adolescents, Families, and Social Development – How Teens Construct their Worlds*. Oxford: Wiley-Blackwell.

Smith, J.S., Feldwisch, R. and Abell, A. (2006) Similarities and differences in students' and parents' perceptions of the transition from middle school to high school. *Research in Middle Level Education Online*, 29 (10): pp. 1–9.

Smith, J.D., Schneider, B.H., Smith, P.K. and Ananiadou, K. (2014) The Effectiveness of Whole-School Antibullying Programmes: A Synthesis of Evaluation Research. *School Psychology Review*, 33 (4): pp. 547-560.

Smyth, E. (2016) Social Relationships and the Transition to Secondary Education. *The Economic and Social Review*, 47 (4): pp. 451-476.

Stanford University (2011) Tips for Survey Design [Online]. Available at: <http://web.stanford.edu/group/ssds/cgi-bin/drupal/files/Guides/Tips_for_survey_design_2011.pdf> [accessed January 21st, 2017].

Spurling, T. (2017) Singapore's public and private providers strive to stay on top. The PIE News. [Online]. Available at: <<https://thepienews.com/analysis/singapore-education-international-students/>> [accessed June 11th, 2018].

St. Paul's School Website (2017) [Online]. Available at: < www.stpauls.br> [accessed January 12th, 2017].

Steinberg, L. (2008) A Social Neuroscience Perspective on Adolescent Risk Taking. *DR*, 28 (1): pp. 78–106.

Sticca, R.S., Alsaker, F. and Perren, S. (2013) Longitudinal risk factors for cyberbullying in adolescence. *Journal of Community and Applied Social Psychology*, 23 (1): pp. 52–67.

Strasburger, V.C., Jordan, A.B. and Donnerstein, E. (2010) Health effects of media on children and adolescents. *Pediatrics*, 125 (4): pp. 756-767.

Stroh, M. (2000) Qualitative Interviewing. In Burton, D. (ed.) *Research Training For Social Scientists*. London: Sage: pp. 196-214.

Symonds, J. (2015) *Understanding School Transition: What happens to children and how to help them*. Abingdon: Routledge.

Tange, H. (2005) In a cultural No Man's Land – or, how long does culture shock last? *Journal of Intercultural Communication*. [online] Available at: <<https://www.immi.se/intercultural/nr10/tange.htm>> [accessed June 4th, 2018].

Tilliczek, K. and Ferguson, B. (2007) Transitions and pathways from elementary to secondary school: a review of selected literature. Toronto: Community Health Systems Resource Group.

Topor, D.R., Keane, S.P., Shelton, T.L. and Calkins, S.D. (2010) Parent involvement and student academic performance: A multiple mediational analysis. *J Prev Interv Community*, 38 (3): pp. 183-197.

Torrance, H. (2012) Triangulation, Respondent Validation, and Democratic Participation in Mixed Methods Research. *Journal of Mixed Methods Research*, 6 (2): pp. 111–123.

Traver, R. (1998) What is a good guiding question? *Educational Leadership*, 55 (6): pp. 70-73.

- Umberson, D. and Montez, J.K. (2011) Social Relationships and Health: A Flashpoint for Health Policy. *Journal of Health and Social Behavior*, 51 (1): pp. 54-66.
- Vaismoradi, M., Turunen, H. and Bondas T. (2013) Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nurse Health Science*, 15 (3): pp. 398-405.
- Valentine, G. (2003) Boundary Crossings: Transitions from Childhood to Adulthood. *Children's Geographies*, 1 (1): pp. 37-52.
- Van der Westhuizen, G.J. and Abrahams, M. (2002) Research Paradigms in Cognitive Education. Vista University.
- Van Oord, L. (2008) After culture : Intergroup encounters in education. *Journal of Research in International Education*, 7 (131): pp. 131-147.
- Verma, G. and Mallick, K. (1999) *Researching Education: Perspectives and Techniques*. London: Falmer Press.
- Venkatesh, V., Brown, S.A. and Bala, H. (2013) Bridging the Qualitative–quantitative Divide: Guidelines for Conducting Mixed Methods Research in Information Systems. *MIS Quarterly*, 37 (1): pp. 21–54.
- Von Manen, M. (2007) Phenomenology of Practice. *Phenomenology and Practice*, 1 (1): pp. 11–30.
- Von Raffler-Engel, W. (1993) Enculturation begins before birth. *Intercultural Communication Studies*. [online] Available at: <<http://www.uri.edu/iaics/content/1993v3n2/03%20Walburga%20von%20Raffler-Engel.pdf>> [accessed March 14th, 2017].
- Walia, A. (2014) Is Consciousness A Product Of The Brain Or Is The Brain The Receiver Of Consciousness? [online] Available at: <<https://www.collective-evolution.com/2014/12/12/is-consciousness-a-product-of-the-brain-or-a-receiver-of-it/>> [accessed June 15th, 2018].
- Wallace, M. and Poulson, L. (2003) Critical Reading for Self-Critical Writing. In Wallace M. and Poulson, L. (eds.) *Learning to Read Critically in Educational Leadership and Management*. London: Sage.
- Ward, R. (2000) Transfer from middle to secondary school: A New Zealand study. *International Journal of Educational Research*, 33 (4): pp. 365–374.
- Weare, K. (2010) Mental health and social and emotional learning: evidence, principles, tensions, balances. *Advances in School Mental Health Promotion*, 3 (1): pp. 5-17.

Webster-Stratton, C. and Bywater, T. (2015) Incredible partnerships: Parents and teachers working together to enhance outcomes for children through a multi-modal evidence based programme. *Journal of Children's Services*, 10 (3): pp. 202-217.

Weick, A. (1992) Building a Strengths Perspective for Social Work. In Saleebey, D. (ed.) *The strengths perspective in social work practice*. New York: Longman: pp. 18-26.

West, P., Sweeting, H. and Young, R. (2010) Transition matters: pupils' experiences of the primary-secondary school transition in the West of Scotland and consequences for well-being and attainment. *Research Papers in Education*, 25 (1): pp. 21-50.

White, S., Oswald, D., Ollendick, T. and Scahill, L. (2009). Anxiety in children and adolescents with autistic spectrum disorders. *Clinical Psychology Review*, 29 (3): pp. 216-229.

Winsler, A., Madigan, A.L. and Aquilino, S.A. (2005) Correspondence between maternal and paternal parenting styles in early childhood. *Early Childhood Research Quarterly*, 20 (1): pp. 1-12.

World Health Organisation (WHO) (2014a) Implications for Policies and Programmes. [Online] Available at: <<http://apps.who.int/adolescent/second-decade/section2/page7/implications-for-policies-and-programmes.html>> [accessed January 14th, 2017].

World Health Organisation (WHO) (2014b) Social Determinants of Mental Health [Online] Available at: <http://apps.who.int/iris/bitstream/10665/112828/1/9789241506809_eng.pdf> [accessed January 13th, 2017].

Wright, S. (2013) Academic Teaching Doesn't Prepare Students for Life. [Online] Available at: <<https://plpnetwork.com/2013/11/07/obsession-academic-teaching-preparing-kids-life/>> [accessed June 7th, 2018].

Wylie, C., Hodgen, E. and Ferral, H. (2006) Completely different or a bigger version? Experiences and effects of the transition to secondary school. Wellington: New Zealand Council for Educational Research.

Zeedyk, M.S., Gallacher, J., Henderson, M., Hope, G., Husband, B. and Lindsay, K. (2003) Negotiating the Transition from Primary to Secondary School: Perceptions of Students, Parents and Teachers. *School Psychology International*, 24 (1): pp. 67-79.

Zohrabi, M. (2013) Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory and Practice in Language Studies*, 3 (2): pp. 254-262.

Appendix One

Prep 5 Questionnaire about moving to Senior School



You are Here: Personal Sections >> [Christopher Newton](#) > Prep 5 Questionnaire about moving to Senior School

[Set as a task](#) | [Display Report \(report/testresults.aspx?id=20224\)](#)

Please spend a few minutes to answer this questionnaire about moving to the senior school next year. Currently I am doing a research through my doctorate in education, and I am interested in your insight about this special period in your life. Your contribution to my doctorate assignment is much appreciated.

Your responses will remain strictly confidential.

1 -- Since when did you start thinking about your move to the senior school?

Please select...

2 -- Do you have older siblings (brother/sister) who are/were in the senior school?

- ☐ Yes
- ☐ No

If you replied yes in question 2, please answer this question.

M

Did your siblings ever describe the senior school? Can you remember any things they had to say about it?

3 -- Do you look forward to moving to senior school?

- ☐ Yes

- ☐ No
- ☐ both
-

3a – If you replied yes or both, is there anything in particular you are looking forward to about going to senior school?

3b – If you replied no or both, is there anything in particular you are worried about?

Marks: 1

4 – Can you give three words/statements that you feel about moving to the senior school?

Marks: 1

Statement 1

Statement 2

Marks: 1

Statement 3

5 – Have the prep teachers talked to you about any of the following things before going to the senior school? Please tick

having many more teachers in senior school

- ☐ yes
- ☐ no

lunch/break system

- ☐ yes
- ☐ no

having new subjects

- ☐ yes
- ☐ no

rewards and sanctions

- ☐ yes
- ☐ no

behaviour and discipline

- ☐ yes
- ☐ no

not being with the same pupils in all lessons

- ☐ yes
- ☐ no

changing classes between lessons

- ☐ yes

☐ no

other? Please describe

6. Have teachers from the senior school ever visited your classes in the prep school?

- ☐ yes
- ☐ no
- ☐ can't remember
-

If you answered yes to question 6, what did they do?

talk in an assembly

- ☐ yes
- ☐ no
-

talk to you on your own

- ☐ yes
- ☐ no
-

watch your class working

- ☐ yes
- ☐ no
-

teach your class

☐ yes

☐ no

other? Please describe

8 Overall, how do you feel about moving to the senior school?

Nervous

☐ Yes

☐ No

☐ A little bit

Excited

☐ Yes

☐ No

☐ A little bit

Worried

☐ Yes

☐ No

☐ A little bit

Happy

☐ Yes

☐ No

☐

A little bit

Other? Please describe

9 – What in particular are you looking forward to in the senior school?

10 – Compared with the prep school, do you think that senior teachers are?

more strict?

☐

yes

☐

no

less strict?

☐

yes

☐

no

about the same?

- ☐ yes
- ☐ no
-

not sure?

- ☐ yes
- ☐ no
-

11 – In general, do you think the senior pupils are?

very friendly?

- ☐ yes
- ☐ no
- ☐ not sure
-

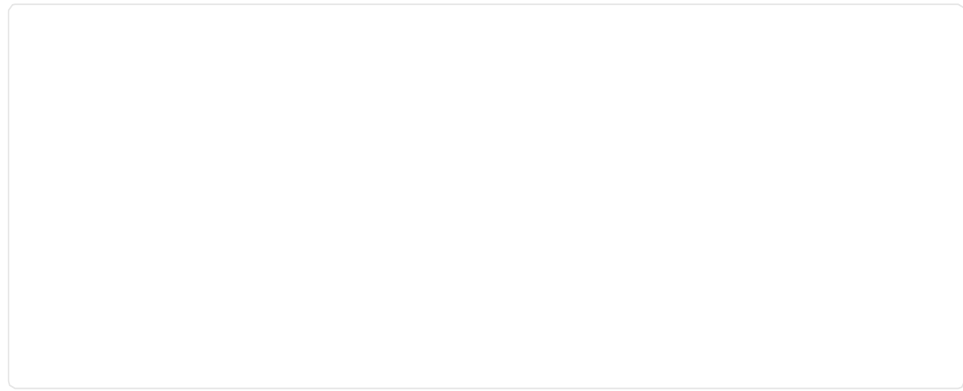
friendly?

- ☐ yes
- ☐ no
- ☐ not sure
-

not friendly?

- ☐ yes
- ☐ no
- ☐ not sure
-

12. Is there any other comment that you would like to make about your move to the Senior School next year?



Thank you so much for helping me with this research.

Mr. Newton – cn@stpauls.br

Appendix Two

Form 1 Questionnaire – Your Transition to the Senior School



Christopher Newton Form 1 Questionnaire - Your transition to the Senior School

Assignment set as task

This assignment has been set as a task

[Set as a task](#) | [Display Report](#)



Please spend a few minutes to answer this questionnaire about your transition to the senior school. Currently I am doing a research through my doctorate in education, and I am interested in your insight about this special period in your life. Your contribution to my doctorate assignment is much appreciated.

Your responses will remain strictly confidential.

1 - Since when did you start thinking about your move to the senior school?

Please select...

2 – Can you give three words/statements that you felt about before moving to the senior school?

Statement 1

Statement 2

Statement 3

3 - Do you have older siblings who are/were in the senior school?

yes

no

If yes, did they ever describe the senior school? Can you remember any things they had to say about it?

4 – Were you present on any of the transition days?

yes

no

5 – If you were present during the transition days, what did you do there?

a) met Head of Year

yes

☐

no

b) met other teachers

yes

☐

no

c) met other senior pupils

yes

☐

no

d) had 'taster' lessons

yes

☐

no

e) saw other classes working (form 1, form 2, etc.)

yes

☐

no

f) had a tour of the senior school

yes

☐

no

g) was free to wander around

yes

☐

no

h) enjoyed break period

☐ yes



no

i) other (please describe)

6- Did you feel welcome in the senior school during this transition day?



yes



no

please answer 6a or 6b

6a) If you felt welcome, why did you think this was the case?

or

6b) If you did not feel welcome, why did you think this was the case?

7) When you were still in the prep school, did you look forward to moving to senior school? ☒ yes

☐ no

☐ can't remember

please answer 7a or 7b

7a) If yes, was there anything in particular you were looking forward to about going to senior school?

or

7b) If not, was there anything in particular you were worried about?

8) Did your prep 5 teachers talk to you about any of the following things before you went to the senior school? Answer yes or no below:

a) having many more teachers in senior school

☐

yes

☐

no

b) changing classes between lessons

☐

yes

☐

no

c) lunch/break system

☐

yes

☐

no

d) behaviour and discipline

☐

yes

☐

no

e) having new subjects



yes



no

f) not being with the same pupils in all lessons



yes



no

g) other (please describe)

9) Did teachers from the senior school ever visit your classes in the prep school?

yes



no



can't remember

If yes, what did they do? If no or can't remember, skip to next question.

9a) talk in an assembly

yes



no

9b) talk to you on your own

yes



no

9c) watch your class working

yes



no

9d) teach your class

yes



no

9e) other (please describe)

10) At the end of the prep school, did you feel prepared to move into the senior school?



yes



no

10b) If yes, who helped you and why?

11) So far, have the senior school teachers/ pupils given you enough help in settling in?

- 11a) If you did have enough help, what things helped you?

11b) If you felt that you did not get enough help, what or who could have helped you more?

12) How do you feel now after having spent some time in the senior school?

excited

- ☐ yes
- ☐ no

happy

- ☐ yes
- ☐ no

nervous

- ☐ yes
- ☐ no

worried

- ☐ yes
- ☐ no

other (please describe)

13) Overall, How are you settling in?

- ☐ very well
- ☐ quite well
- ☐ not very well
- ☐ not at all well
-

14) How do you feel in the following places?

in the classroom

- ☐ safe
- ☐ not safe
- ☐ undecided
-

in the corridors

- ☐ safe
- ☐ not safe
- ☐ undecided
-

in the dining room queue

- ☐ safe
- ☐ not safe



undecided

in the dining room itself (eating)



safe



not safe



undecided

in the playground / covered area / field



safe



not safe



undecided

15) If you do not feel safe in any of the above settings, can you explain why?

16) How easy/difficult was it to get used to the following routines and expectations of the senior school?

a) having many new teachers

very easy



easy



average



difficult



very difficult

b) changing classes between lessons

very easy



easy



average



difficult



very difficult

c) lunch system



very easy



easy



average



difficult



very difficult

d) behaviour and discipline

very easy



easy



average



difficult



very difficult

e) not being with the same pupils in all

lessons ☐ very easy



easy



average



difficult



very difficult

17) Compared with the prep school, do you think that the teachers are

- ☐ more strict?
 - ☐ less strict?
 - ☐ about the same?
-

18) Overall do you think the older pupils are

- ☐ very friendly?
 - ☐ friendly?
 - ☐ not friendly?
 - ☐ not sure?
-

19) What advice would you give to the next group of prep pupils moving up to the senior school?

20) Are there any other comments that you would like to make about your transition to senior school, or about the transition programme in general?

Thank you so much for helping me with this research.

Mr. Newton – cn@stpauls.br

Submit

Appendix Three

Form 2 Questionnaire – Your first year in the Senior School



Christopher Newton Form 2 Questionnaire - Your first year in the Senior School



Please spend a few minutes to answer this questionnaire about your first year and the transition into senior school. Currently I am doing a research through my doctorate in education, and I am interested in your insight about this special period in your life. Your contribution to my doctorate assignment is much appreciated.

Your responses will remain strictly confidential.

1 -When you were still in the prep school, did you look forward to moving to senior school?

- ☐ yes
- ☐ no
- ☐ can't remember

1a) If yes, was there anything in particular you were looking forward to about going to senior school?

1b) If no, was there anything in particular you were worried about?

2) As far as you can recall, did your prep 5 teachers talk to you about any of the following things before you went to the senior school? Answer yes or no below:

a) having many more teachers in senior school

☐

yes

☐

no

b) changing classes between lessons

☐

yes

☐

no

c) lunch/break system

☐

yes

☐

no

d) behaviour and discipline

☐ yes

☐ no

e) having new subjects

☐ yes

☐ no

f) not being with the same pupils in all lessons

☐ yes

☐ no

g) other (please describe)

3a) At the end of the prep school, did you feel prepared to move into the senior school?

☐ yes

☐ no

3b) If yes, who helped you and why?

4) In your first year in the senior school, have the senior school teachers/ tutors/ pupils given you enough help in settling in?

- ☐ they have helped me a lot
- ☐ they have helped me a little
- ☐ they have not helped at all

4a) What sort of things helped you?

4b) If you felt that you did not get enough help, what or who could have helped you more?

5) How do you feel now after having spent a full academic year in the senior school?

excited

- ☐ yes
- ☐ no

happy

- ☐ yes
- ☐ no

nervous

- ☐ yes
- ☐ no

worried

- ☐ yes
- ☐ no

other (please describe)

6) Overall, how do you feel you have settling in?

- ☐ very well
 - ☐ quite well
 - ☐ not very well
 - ☐ not at all well
-

7a) How do you feel in the following places?

in the classroom

- ☐ safe
 - ☐ not safe
 - ☐ undecided
-

in the corridors

- ☐ safe
 - ☐ not safe
 - ☐ undecided
-

in the dining room queue

- ☐ safe
- ☐ not safe



undecided

in the dining room itself (eating)



safe



not safe



undecided

in the playground / covered area / field



safe



not safe



undecided

7b) If you do not feel safe in any of the above settings, can you explain why?

8) How easy/difficult was it to get used to the following routines and expectations of the senior school?

a) having many new teachers



very easy



easy



average



difficult



very difficult

b) changing classes between lessons



very easy



easy



average



difficult



very difficult

c) lunch system



very easy



easy



average



difficult



very difficult

d) behaviour and discipline



very easy



easy



average



difficult



very difficult

e) not being with the same pupils in all lessons



very easy



easy



average



difficult



very difficult

9) Compared with the prep school, do you think that the teachers are

- ☐ more strict?
 - ☐ less strict?
 - ☐ about the same?
-

10) Overall do you think the older pupils are

- ☐ very friendly?
 - ☐ friendly?
 - ☐ not friendly?
 - ☐ not sure?
-

11) What in particular do you like about the senior school?

12) What don't you like about the senior school?

13) What advice would you give to the form 1s and the next group of prep pupils moving up to the senior school?

14) Are there any other comments that you would like to make about your transition to senior school, or about the transition programme in general?

Thank you so much for helping me with this research.

Mr. Newton – cn@stpauls.br

Submit

Appendix Four

Form 1 Parents' Questionnaire

Dear Form 1 parents,

At the start of this academic year, your son or daughter undertook an important transition from Prep 5 into Form 1. This is a very important change in their schooling at St. Paul's. We try hard to make sure this transition is as smooth as possible for both you and your child. I would be grateful if you could take the time to complete a small survey about your experience so we can make improvements for the future. Please answer the questions on the parent portal at:

<http://parentportal.stpauls.br/home--page-for-senior-school/parent-surveys/fltransitionsurvey>

The questions you will be asked are:

Please complete using the scale of (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree or (0) no view.

1. As a parent I was given enough information about transferring into the Senior School.
2. My child really enjoyed the experience of having some lessons in Form 1 before the start of the new academic year.
3. My child is happy and has settled in well into Senior School.
4. I feel that my child is well supported by the tutor and the Head of Form 1.
5. I feel that I can easily make contact with the tutor or Head of Year if I have any concerns.
6. I found the Form 1 parents' information evening at the start of the academic year useful.
7. Is there anything else you would like to have known about before the start of the new year.

With kind regards,

Appendix Five

Web-Based Questionnaire on Firefly for Staff

Feedback about Form 1s

If you teach or are a tutor of Form 1, could you possibly spare 5 minutes to give some feedback about how well they have been settling into their new section of the school (see questions below)? I would like to feed back this information to the Prep School with suggestions for improvement as well as give positive feedback, too!



Thank you!

Chris

1) On a scale from 1-5, how have you found the Form 1s generally in terms of their readiness for the Senior School ?

- ☐ 1) Not at all
- ☐ 2) A little
- ☐ 3) Reasonable
- ☐ 4) Good
- ☐ 5) Very well

2. If you have scored them less than 3, what area in particular do you feel they need further preparation in?

3. How have you found the Form 1s regarding the following aspects?

- a. responsibility regarding deadlines and homework;
- b. coping with the increased expectations;
- c. independence vs needing lots of help to get on with work;
- d. being proactive in lessons asking questions and clarifying their doubts;
- e. any other not mentioned here.

4. What areas do you think the Prep School could try and focus on more to help prepare the upcoming year group for this transition?

Send

Appendix Six

Initial set of Interview Questions for students (Pilot)

1. When did you start thinking about your transition from primary to secondary?
2. Could you tell me about your feelings about the Senior School before the transition?
3. What things do you remember took place to help you with the transition?
4. Did you like anything in particular during the transition ‘taster’ day?
5. What doubts did you have about the change to the Senior School? Did anything worry you?
6. What support/information did your Prep Class teacher give you in Prep 5 about the Senior School?
7. On your first day in the Senior School, how did you feel? Can you describe your first day?
8. Now that you have been in the Senior School for some time, can you give me at least 3 positive comments about your experience so far?
9. Can you give me 3 negative comments about your first experiences in the Senior School?
10. How do you think the transition process could have been better? Is there anything more the Prep School or Senior School could have done to make the transition better?

Thank you very much for your time; it is greatly appreciated!

Appendix Seven

Initial set of Interview Questions for teachers (Pilot)

1. What does St. Paul's School do to enable a smooth transition from primary to secondary school? When does the process start?
2. Could you tell me about your role within your school regarding transition?
3. What do you believe are the key features that lead to a positive experience of secondary transfer?
4. What are the main obstacles and barriers to a smooth transition?
5. Are there any recent changes, locally /nationally, that have helped or hindered transition?
6. What support does your school provide to you in your work with transition?
(Prompt: Head teacher's / senior management's attitudes)
7. What do you do to inform parents and pupils about transition (before children transfer)?
8. What information is given to parents and children from your school about transition (before children transfer)?
9. How do you get feedback about the pupils coming from the Prep School?
10. What do you do to support parents and pupils during transition?
11. What sort of events do you offer to parents and children (before children transfer)?
12. How do you ensure continuity with primary school regarding curriculum, expectation of behavior, homework, information exchange regarding individual children?
13. What sort of mechanisms do you have in place as a school to help children to settle in more easily?
14. Is there a period of time during the first term when you assess how children have 'settled' and identify those who are showing anxiety? Once you have

identified those showing anxiety what would you do?

15. Do any particular groups appear more anxious than others (for example low SES, children in care, SEN, EAL)? Do you have targeted provision for each group?
16. Are there particular groups of parents that are more troubled by secondary transfer?
17. Does your school evaluate transition internally? If so, how do you evaluate this process? For instance, do you get any feedback on the progress children make at primary school or their school reports? In addition, do you give any feedback on the progress children make at secondary school to their primary schools?)
18. What sort of outcomes do you think are important to monitor?
19. Do you ask for feedback about transition from all parties involved (parents, children, and primary school teachers)?
20. From what you've seen of transition in your school, could you tell me three things that are successful about the system and three things that if you had a magic wand you would change?

Thank you very much for your time; it is greatly appreciated!

Appendix Eight

Final set of Interview Questions for students

1. How are you getting along in Form 1 now that you have been here for a couple of months?
2. You've told us in the questionnaire you filled in for us, that moving on from primary to secondary was a nice experience for you.

Thinking back to Prep 5:

- f. What did you expect secondary school to be like?
 - g. What were you looking forward to about moving on to Form 1?
 - h. Did you have any worries about coming here?
 - i. If yes, do you still have any of those worries?
 - j. If you have worries – who can you talk to about these?
3. Can you tell me three or more adjectives describing your feelings about moving to the Senior School?
 4. Did you like anything in particular during the transition “taster” day? Can you remember other events that took place to help with transition?
 5. What support/information did your Prep Class teacher give you in Prep 5 about the Senior School?
 6. Can you describe your first day in the Senior School? How did you feel?
 7. Now that you have been in the Senior School for some time, can you give me at least 3 positive comments about your experience so far?
 8. Can you give me 3 negative comments about your first experiences in the Senior School?
 9. How do you think the transition process could have been better? Is there anything more the Prep School or Senior School could have done to make the transition better?

Thank you very much for your time; it is greatly appreciated

Appendix Nine

Final set of Interview Questions for teachers

1. What methods does St. Paul's School implement to enable a smooth transition from primary to secondary school?
2. Could you tell me about your role within your school regarding transition?
3. What are the main obstacles and barriers to a smooth transition?
4. Is there a period of time during the first term when you assess how children have 'settled' and identify those who are showing anxiety? Once you have identified those showing anxiety what would you do?
5. From what you've seen of transition in your school, could you tell me three things that are successful about the system and three things that if you had a magic wand you would change?

Thank you very much for your time; it is greatly appreciated!

Appendix Ten

Parents' Consent letter

Dear Mr. and Mrs. xxx,

I am currently carrying out research at doctoral level with the University of Bath. The focus of the study is the transition from prep to senior school and I am asking your permission to reach out to your son/daughter.

To carry out this investigation I intend to send questionnaires to parents and pupils through firefly about the transition experience. Later this term I would also be interviewing a selection of pupils regarding their experience and opinions on how their transition went between the two schools. In this way I will obtain valuable insights into the process, not only for my research, but also for the school.

When putting together the data and writing out my findings, I will observe the strictest confidentiality – neither the school nor the children will be named. As research collaborators in this study, you have a right to read about my findings as well as the transcripts of the interviews carried out. You have also the right to refuse permission for you or your child to participate in this research and I respect this. Could you please reply to this email by simply responding **yes or no**.

Please feel free to email me (cn@stpauls.br) or come and chat with me about any queries you might have regarding this research.

Thank you for your co-operation,

Chris Newton

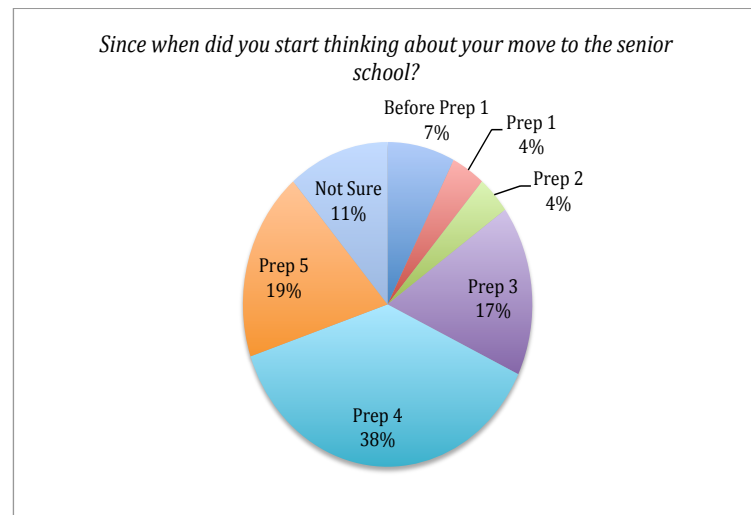
Head of Form 1

Appendix Eleven

Prep 5 Questionnaire Results

1 - Since when did you start thinking about your move to the Senior School?

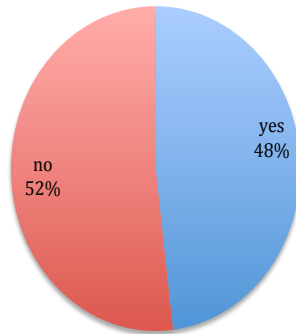
Response	Number of respondents	Percentage value
Before Prep 1	5	7
Prep 1	3	4
Prep 2	3	4
Prep 3	13	17
Prep 4	29	38
Prep 5	15	19
Not sure	9	11
Total	77	100



2a - Do you have older siblings (brother/sister) who are/were in the Senior School?

Response	Number of respondents	Percentage value
Yes	37	48
No	40	52
Total	77	100

Do you have older siblings (brother/sister) who are/were in the Senior School?



2b) If yes, did they ever describe the Senior School? Can you remember any things they had to say about it?

- They said it was very confusing and you only had 5 minutes to change classroom;
- They told me there are too many rules and much more homework than in Prep;
- They never described it much;
- No my 2 siblings are in college;
- She told me that Senior School is harder than the Prep School however she really likes it because of the various ECA's (*extra-curricular activities*), and if you're on a sports team, like football, basketball or volleyball, you get to go to Rancho (*Sports Tournament*), and represent the school in ISSL or Little 8 (*Sports Tournaments*), and depending on the ECA, you may travel internationally. Also, you have the opportunity to be in the school play/musical, which my sister loves and takes part every time they occur, so I'm guessing it's pretty fun. She also said that in form school you're more free than in prep because you don't need to line up to go to class either assembly, and they only go to class at 08:00, and while they don't, they sit in the covered

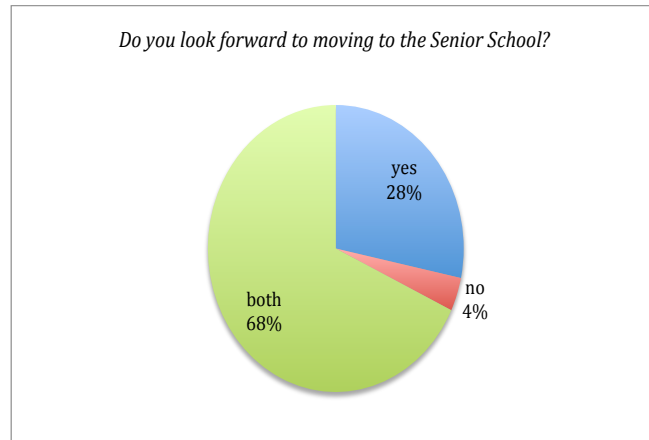
area and talk, and they can bring and use they're phones in school. However, she also told me that you have to study a lot for tests, and you have loads of homework each day, and that may result in Non-Satis's (*sanctions system*). Also, if you're late, you may get detention, being break, lunch, after school or Saturday detention;

- A lot of homework, they don't have the freedom that we think they do;
- A little, he said about how much homework and all;
- She said that it is harder than the Prep School however it is cooler because at a certain age you can pick your lessons. My sister also said that it is a great opportunity to prepare for the real world and every time I see her play basketball or football representing the school in the ISSL and the Little 8 tournaments. And I can't wait until the day I'm the one playing. She also said that in the Senior School you are more free than in the Prep School because you don't need to line up for assembly, they are allowed to stay in the covered area until 8:00 and they can bring their phones to school and use it at break. In senior you get more Non Satis's (*sanctions system*), more homework, more tests and detention. If you mess up in Upper, Lower, Form 5 and 4 it may impact in your adult life. And if your late you will get break detention which might lead to a lunch detention then a AFTER SCHOOL detention which might even lead to a SATURDAY detention;
- Cool hard at first - competitive;
- It is harder and you get much more homework daily and sometimes you have to spent almost the whole day studying. You have more freedom however there is no Golden Time (*reward system implemented in Prep School only*);
- It was very hard, the tests and each class we are with different people. And also it is very nice that you can go out of the school;
- No don't remember what she said.
- Yes, my sister told me about it, but I don't remember all of it. She told me that there is much more homework to do. Also, she told me that it is really hard. But she enjoys it;
- There is lots of work to do;
- Yes she said that I would have more freedom and also it would be harder;

- We did not talk about it a lot but my brother did tell me about something that we will be choosing the subjects we want to do;
- Yes. They said it was harder, also they said later on when you choose your subjects it is nicer;
- Harder, different classes, more homework, you can bring your phone, tiny lockers, tutorial is separated by houses;
- She said that it is very nice;
- Yes, she is currently in lower 6 and every year she kept making me more and more excited to go. She said that you have way more freedom than normally, and that I will miss Prep School. However it will be an experience of a lifetime;
- They said it's nice however there is a lot of homework;
- I have no siblings but the sister of my friend said it was super hard and she also got kicked out of school because she flunked all her tests;
- My sibling never described Senior School;
- They said tests would be difficult;
- No, my sister never described the Senior School;
- They said that if I did not study, work hard or focus it would be very, very hard.

3 - Do you look forward to moving to Senior School?

Response	Number of respondents	Percentage value
Yes	22	28
No	3	4
Both	52	68
Total	77	100



3a) If you replied yes or both, is there anything in particular you are looking forward to about going to Senior School?

- Have much more freedom (3 comments similar to this);
- I am very excited;
- The teachers and there is more break;
- Going well in lessons and reports;
- Being on the same floor as my cousins and being in houses (*House system*);
- We'll finally move to the third floor;
- Everything;
- There are less rules as in : you can bring your phone , you can use headphones etc;
- Learning more subjects;
- I am looking forward to having more break, freedom, bringing my phones to school and travelling;
- When I go to the Senior School I will learn new things;
- Expanding my learning and taking new subjects;
- Be more independent in the Senior School;
- Finding out what there is upstairs;
- Going out of the school by ourselves! (*at the end of the school day*);
- Being able to go to the library after school;
- Learning a lot;

- Because I will be the first person from my brother and cousins to go to the Senior School;
- Prize giving and teachers;
- Being able to stay with my iPhone all the time and that it means I am going to be bigger than the Prep School;
- I'm looking forward to Rancho (*Sports Tournament*), bringing my phone to school and having more freedom;
- Trips and school plays and other special events;
- I am one step closer to getting a job;
- Learning new techniques, especially in maths;
- Having good grades in maths;
- The new style of school life and new teachers;
- That we can use the vending machines and that we have more break;
- I am looking forward to improving all of my work and to all the prizes;
- Bringing our own food;
- Getting to learn new subjects like physics, chemistry, biology etc;
- Because we will have a whole new different floor and new teachers for every subject;
- People always say it's so hard and it's so much pressure but it's just like moving houses, it takes time to adjust;
- I think it will be fun;
- Becoming more independent, getting smarter, making new friends;
- A Senior School came and said that you have less homework;
- To learn new things and new adventures;
- More trips and bringing lunch from home;
- I will travel more, to camps and outside of Brazil;
- Because we can do lots of things that we can't do in Prep;
- I'm looking forwards to the art lessons and having good grades;
- iPhones and drama;

3b) *If you replied no or both, is there anything in particular you are worried about?*

- Too much homework (7 comments similar to this);

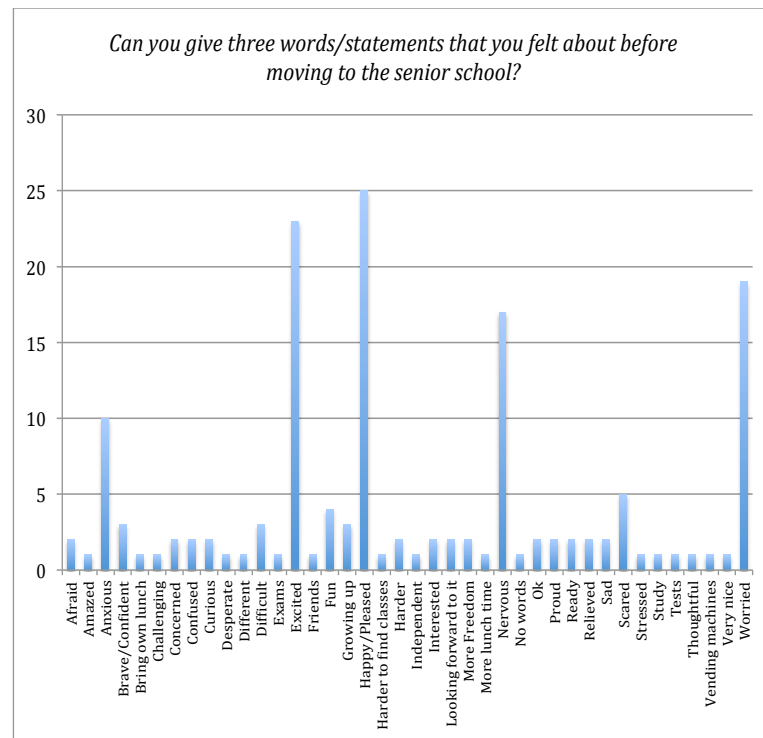
- Not going well in tests (5 *comments similar to this*);
- We will have a lot of homework and I am worried that I will have difficulties;
- It will be really hard for me to do my homework sometimes if I don't understand;
- My sibling said there is more homework but another senior said you have less homework;
- We will have a lot of homework, but I think that by the end of the year I won't be scared of homework because our teacher is always reminding us about homework;
- I am only worried about the amount of homework and that we will learn more stuff;
- Tests! Detention;
- That we are going to be the smallest and newest in Senior School (2 *comments similar to this*);
- Lots of work to do;
- Failing a test or getting Saturday detention;
- We will have less rules that don't help anybody and make our lives worse;
- I am worried about failing test's, getting Non Satis's (*sanction system*), getting detention and not being organized;
- Yes, my responsibilities;
- Detentions, getting really strict teachers, if the subjects are hard (specially maths);
- I am worried getting bad grades in tests, Non-Satis's (*sanction system*), getting detention and not being organised enough;
- Flunking high school;
- Being hard and being in a low set;
- I am worried about moving to Senior and leaving Prep;
- That the lessons are harder and we stay in school for longer time;
- Arriving early in the morning;
- The tests and lessons will be harder we will have a two week time table and I will miss the Prep School;
- Although it will take pressure to adjust I will never get to have an experiment of a prep student again and I will tell you something, that's sad;

- The exams and teachers;
- I am worried about the difficulties;
- New responsibilities and harder work;

4 - Can you give three words/statements that you felt about before moving to the Senior School?

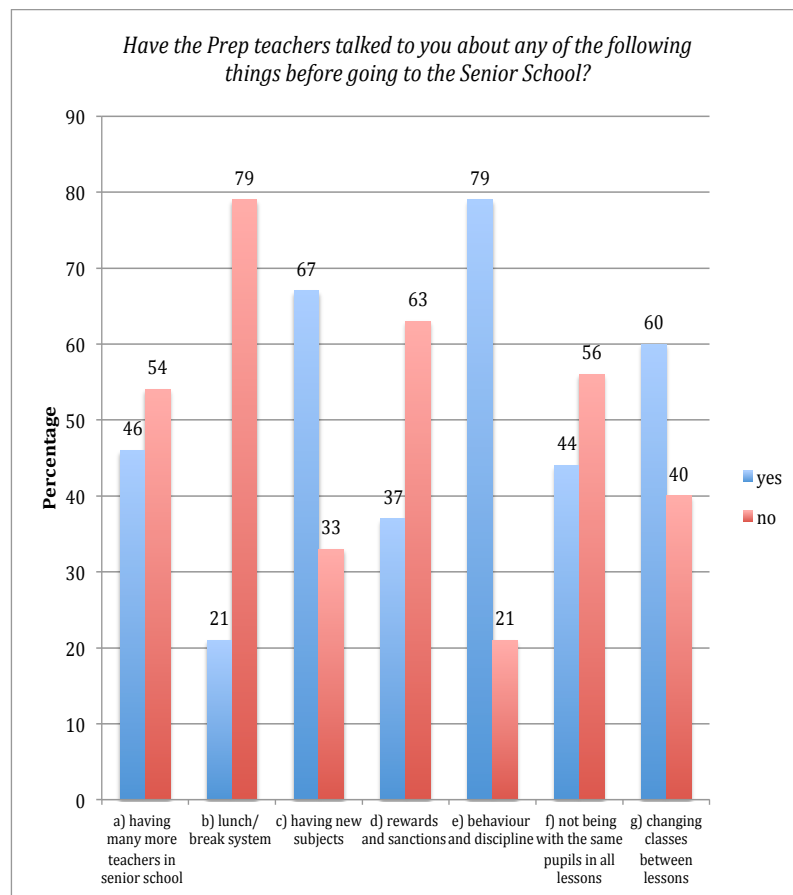
Word/Statement	Number of Times	Frequency (%)
Afraid	2	1
Amazed	1	1
Anxious	10	6
Brave/Confident	3	2
Bring own lunch	1	1
Challenging	1	1
Concerned	2	1
Confused	2	1
Curious	2	1
Desperate	1	1
Different	1	1
Difficult	3	2
Exams	1	1
Excited	23	15
Friends	1	1
Fun	4	3
Growing up	3	2
Happy/Pleased	25	16
Harder to find classes	1	1
Harder	2	1
Independent	1	1
Interested	2	1
Looking forward to it	2	1
More Freedom	2	1
More lunch time	1	1
Nervous	17	11
No words	1	1
Ok	2	1
Proud	2	1
Ready	2	1
Relieved	2	1
Sad	2	1
Scared	5	3
Stressed	1	1
Study	1	1
Tests	1	1
Thoughtful	1	1
Vending machines	1	1

Very nice	1	1
Worried	19	12



5 -Have the prep teachers talked to you about any of the following things before going to the Senior School?

- a) having many more teachers in Senior School
- b) lunch/break system
- c) having new subjects
- d) rewards and sanctions
- e) behaviour and discipline
- f) not being with the same pupils in all lessons
- g) changing classes between lessons



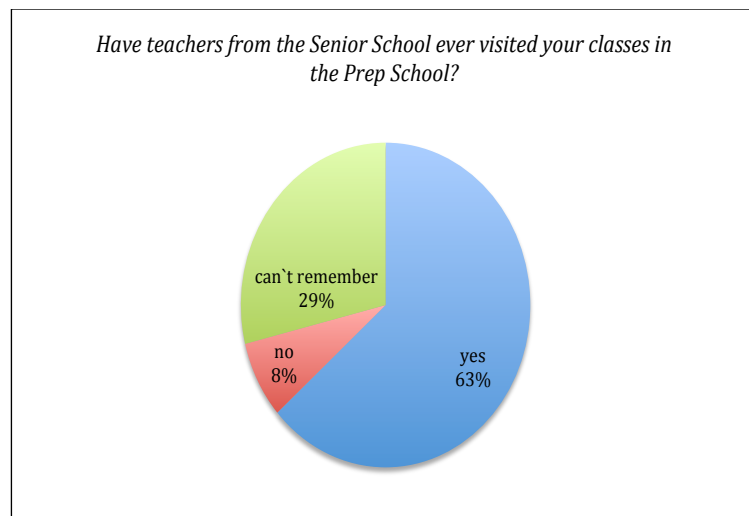
5h) other (please describe)

- Not getting late after 8:00;
- It will be a big change but we will be able to deal with it;
- Detention and the different stages;
- My brother said most to me although my teacher didn't talk to us in class;
- More tests a week;
- Coming to school on Saturday;
- They did not really talk about going to the Senior School;
- Being more strict;
- Being responsible;
- Homework - do it in time;
- Different P.E. (*Physical Education*) teachers;
- Having more homework;
- She didn't talk to us but I think we need to carry our bags the whole day;

- That they will push you even more than they do in Prep School;
- Homework system, behaviour and discipline.

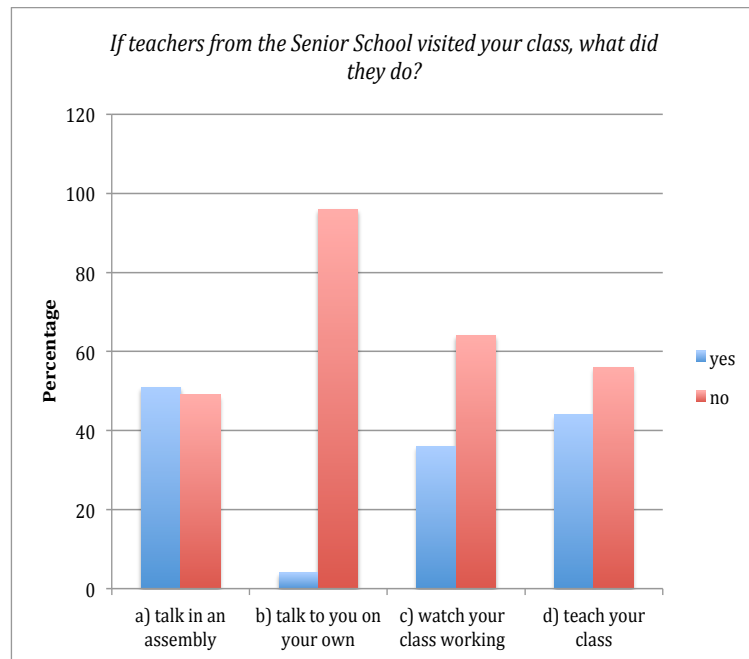
6 - Have teachers from the Senior School ever visited your classes in the Prep School?

Response	Number of respondents	Percentage value
Yes	49	63
No	22	29
Can't Remember	6	8
Total	77	100



7- If yes, what did they do?

- talk in an assembly
- talk to you on your own
- watch your class working
- teach your class



e) other (please describe)

- Talked to the Prep teacher;
- Announced important things;
- Talked about maths;
- They played an educational game;
- Told our class interesting facts;
- She said it was going to be much more difficult;
- Quick visit.

8 - Overall, how do you feel about moving to the Senior School?

a) Nervous

Response	Yes	No	A Little Bit
Number of respondents	39	5	33
Percentage value	51	6	43

b) Excited

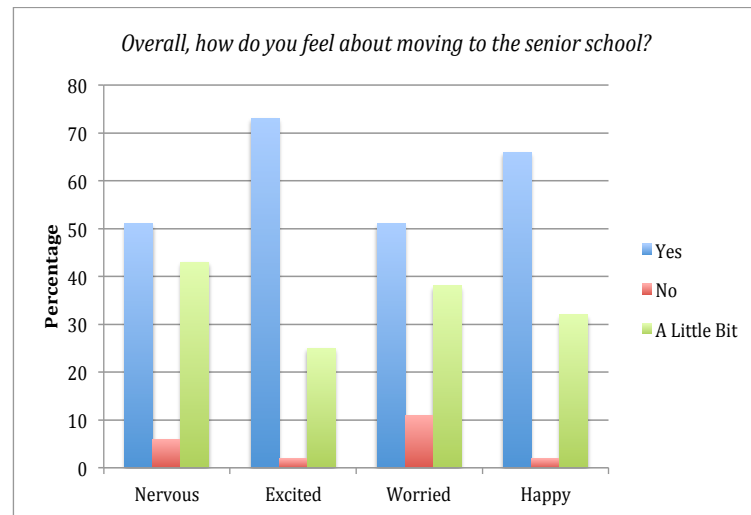
Response	Yes	No	A Little Bit
Number of respondents	56	2	19
Percentage value	73	2	25

c) Worried

Response	Yes	No	A Little Bit
Number of respondents	39	8	29
Percentage value	51	11	38

d) Happy

Response	Yes	No	A Little Bit
Number of respondents	51	1	25
Percentage value	66	2	32



e) Other?

Word/Statement	Number of Responses
Anxious	6
Curious	2
Desperate	1
A bit scared	1
Proud	1
Concerned	1
Surprised	1
Nervous	1
I feel steady	1
A long list: Happy:) And Sad:(1

9 - What in particular are you looking forward to in the Senior School?

- Nothing in particular (*3 similar answers to this*);
- Get good grades (*3 similar answers to this*);
- Having new teachers and different lessons;
- You can leave school by yourself and you can bring balls;
- Not much but we can leave school for lunch;
- Making new friendly teachers and learning different skills in all subjects;
- I'm looking forward to Rancho (*Sporting Tournament*), bringing my phone to school, the trips we're going on, and having more freedom;
- Going to Rancho (*Sporting Tournament*);
- Getting prizes;
- Learning new things and meeting other teachers;
- I am looking forward to having more break, freedom, bringing my phones to school and travelling;
- To seeing friends and moving up a set of steps;
- That we have a little more freedom and we explore the school a little more;
- Learning about different subjects (*3 similar answers to this*);
- Interesting subjects, reading more;
- Trips / more playtime;
- More freedom;
- Learning more, having more chances to act in plays, learning new subjects;
- Being separated in houses (*in Senior School, tutor groups are separated by house*);
- Being a good student;
- IBs;
- Having fun and more work;
- More freedom, growing up (*2 similar answers to this*);
- Being able to buy food from the tuck shop;
- At some time we will choose which subjects we want and the ones we don't;
- Changing classes;
- Playing basketball with Form 2 and some Form 3s;
- Everything, nothing specific;
- New lessons;
- Study;
- That we will be older and have more respect;
- Being with the older pupils;
- New responsibilities, trips, lessons, people;
- I don't know! (*5 similar answers to this*);
- The art lessons, the new subjects and the new lunchtimes and break times;
- Sets. Then we can learn more advanced things;
- New field trips;
- New subjects and the library.

10- Compared with the Prep School, do you think that the teachers are:

a) *More strict?*

Response	Yes	No
Number of respondents	65	12
Percentage value	85	15

b) *Less strict?*

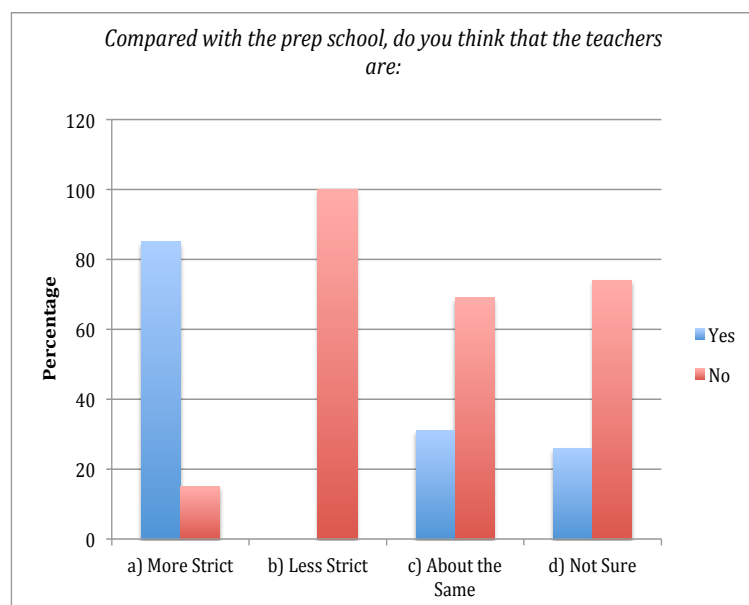
Response	Yes	No
Number of respondents	0	77
Percentage value	0	100

c) *About the same?*

Response	Yes	No
Number of respondents	24	53
Percentage value	31	69

d) *Not sure?*

Response	Yes	No
Number of respondents	20	57
Percentage value	26	74



11 - In general, do you think the senior pupils are:

a) Very friendly?

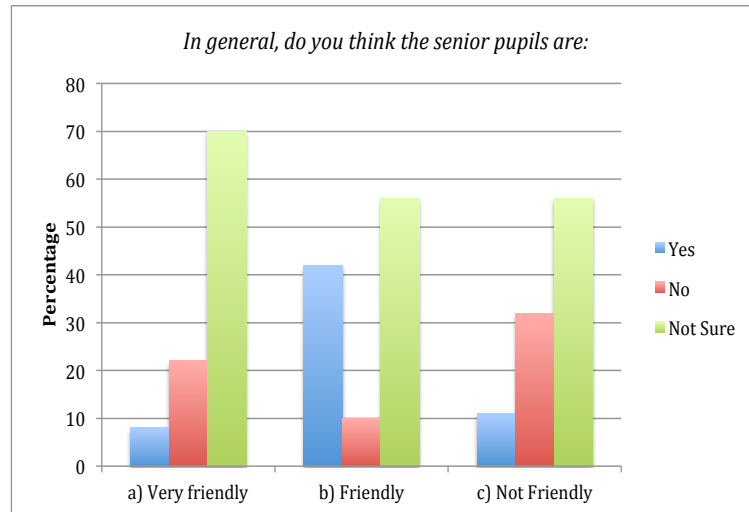
Response	Yes	No	Not Sure
Number of respondents	6	17	54
Percentage value	8	22	70

b) Friendly?

Response	Yes	No	Not Sure
Number of respondents	32	8	37
Percentage value	42	10	48

c) Not friendly?

Response	Yes	No	Not Sure
Number of respondents	9	25	43
Percentage value	11	32	56



12- Is there any other comment that you would like to make about your move to the Senior School next year?

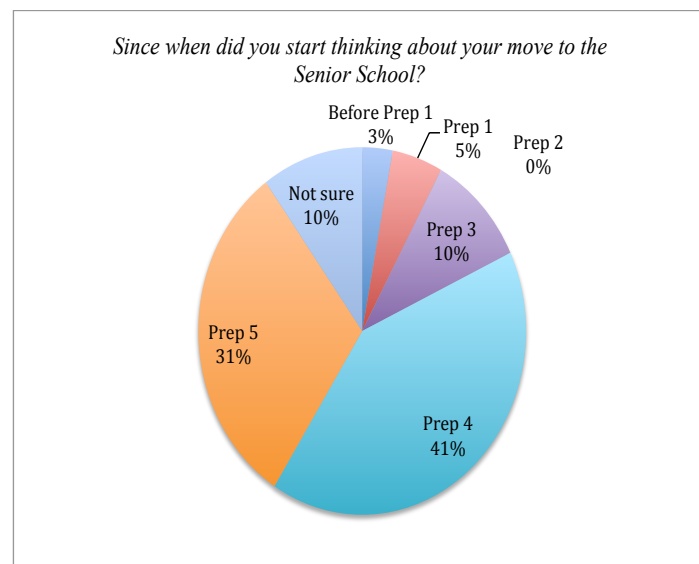
- No – (63 comments similar to this)
- I am worried of it being too difficult for me;
- I'm really happy but I'm also a bit nervous;
- To be in one of the top classrooms;
- I don't know if it will be fun or not;
- That we have a lot of tension in exams;
- Scared of Saturday detentions;
- Well I have 999,999,999,999,999,999,999,999 questions but I'm sure I will discover them in 1 year;
- I hope I can achieve all of my targets;
- I think it's going to be much more difficult;
- That it will change our lives;
- I think it will be very scary;
- I think it will be a good experience for me to get more organized.

Appendix Twelve

Form 1 Questionnaire Results

1 - Since when did you start thinking about your move to the Senior School?

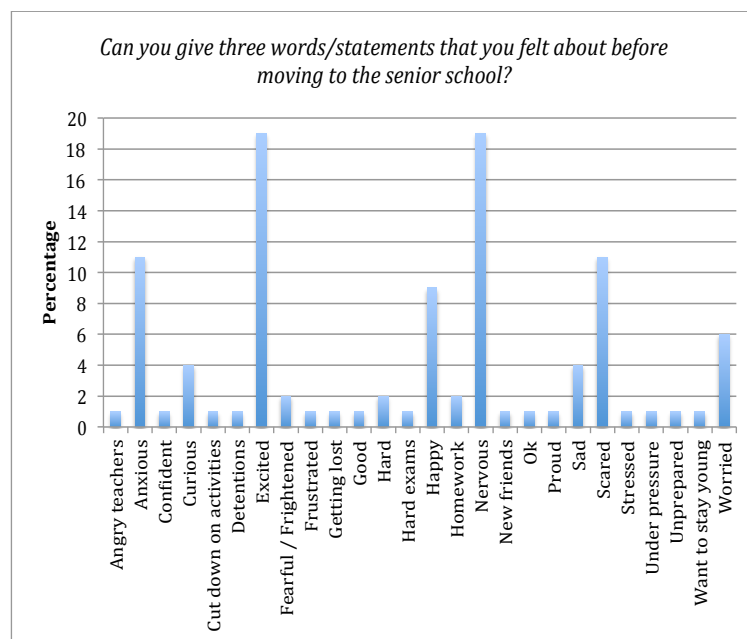
Response	Number of respondents	Percentage value
Before Prep 1	2	2
Prep 1	3	5
Prep 2	0	0
Prep 3	7	10
Prep 4	27	41
Prep 5	20	31
Not sure	7	10
Total	66	100



2 - Can you give three words/statements that you felt about before moving to the Senior School?

Word/Statement	Number of Times	Frequency (%)
Angry teachers	1	1
Anxious	12	11
Confident	1	1
Curious	4	4
Cut down on activities	1	1
Detentions	1	1

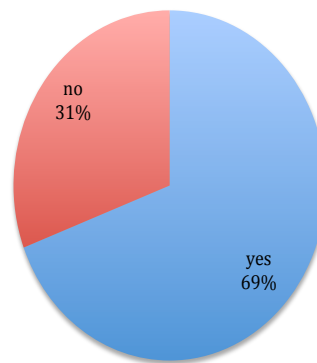
Excited	22	19
Fearful / Frightened	2	2
Frustrated	1	1
Getting lost	1	1
Good	1	1
Hard	2	2
Hard exams	1	1
Happy	10	9
Homework	2	2
Nervous	22	19
New friends	1	1
Ok	1	1
Proud	1	1
Sad	4	4
Scared	12	11
Stressed	1	1
Under pressure	1	1
Unprepared	1	1
Want to stay young	1	1
Worried	7	6



3 - Do you have older siblings who are/were in the Senior School?

Response	Number of respondents	Percentage value
Yes	46	69
No	20	31
Total	66	100

Do you have older siblings who are/were in the Senior School?



3b) If yes, did they ever describe the Senior School? Can you remember any things they had to say about it?

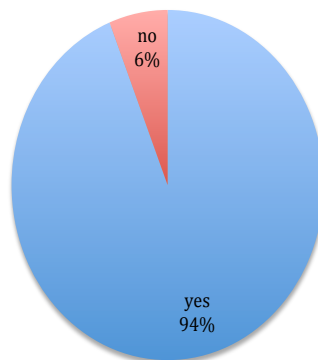
- A lot different from Prep School in many ways;
- They described it as hell but since they changed the rooms he said the classes aren't as dull;
- Yes, my sister told me many things about Senior School during my transition;
- They said it would be a fun experience;
- Yes, they said that at first it will be hard but in the end it would be fine;
- All my sister said was about her grades and how nice the Senior School was;
- My older brother was in Senior School and now he is in university, however he didn't experience Prep School because he arrived in Form 4. The things that he said about the Senior School was that it wasn't hard and honestly that is what I can remember;
- Yes my sister told me it was better than Prep School because you had more freedom;
- I remember my sister was nervous before going to the Senior School;
- My sister (who left) said that it was fun but you need to be very organized;
- Yes, that Senior School is not scary, and teachers will help you a lot with things you need;

- It's a very tough year. You have homework every day and every second of your life. The teachers are very strict;
- Fun;
- They said the Senior School was boring, but provided many opportunities;
- She said that the Senior School is much better than Prep because you have more liberty. On the other hand she said that you had to study a lot for all the tests;
- My brother told me that it was very easy and better then the Prep School;
- That it is really nice but you can't play in lessons and you need to pay a lot of attention;
- It is nothing like you imagine. It is easy. You won't have to stop doing after school activities;
- Yes, sometimes my sister would say that the Senior School had more homework, also I was worried so she told me that Prep School made Senior School sound terrifying, however it is better than Prep5;
- No they did not describe it to me;
- It was much harder than the Prep School; you had to study a lot for tests and teachers were much more strict;
- My sister never really talked about the Senior School, just that you had to climb one more set of stairs!;
- They never really described it, they just said it's easy and there is lots of homework;
- The Senior School is really hard, we get like 5 homeworks per day;
- Yes. Lots of homework, but it's still really fun;
- My older sibling lives in Argentina and he did not talk much about it.

4 - *Were you present on any of the transition days?*

Response	Yes	No	Total
Number of respondents	62	4	66
Percentage value	94	6	100

Were you present on any of the transition days?



5 - If you were present during the transition days, what did you do there?

a) Met Head of Year

Response	Yes	No	Total
Number of respondents	39	23	62
Percentage value	63	37	100

b) Met other teachers

Response	Yes	No	Total
Number of respondents	62	0	62
Percentage value	100	0	100

c) Met other senior pupils

Response	Yes	No	Total
Number of respondents	46	16	62
Percentage value	74	26	100

d) Had a taster lesson

Response	Yes	No	Total
Number of respondents	60	2	62
Percentage value	97	3	100

e) Saw other classes working (Form 1, Form 2, etc.)

Response	Yes	No	Total
Number of respondents	19	43	62
Percentage value	31	69	100

f) Had a tour of the Senior School

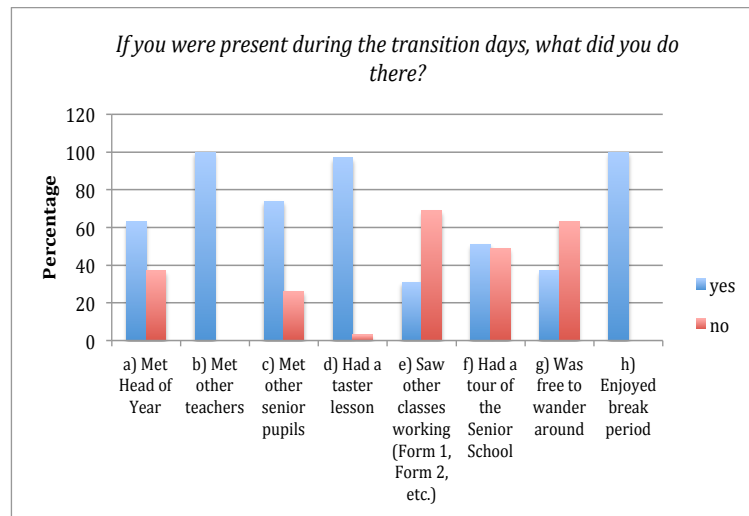
Response	Yes	No	Total
Number of respondents	32	30	62
Percentage value	51	49	100

g) Was free to wander around

Response	Yes	No	Total
Number of respondents	23	39	62
Percentage value	37	63	100

h) Enjoyed break period

Response	Yes	No	Total
Number of respondents	62	0	62
Percentage value	100	0	100



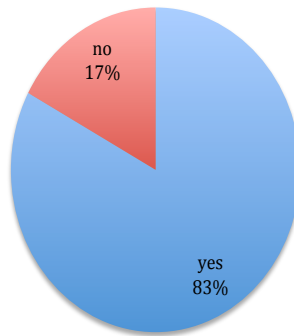
i) other (please describe)

- We got to have a Senior break which could've been better if all the Prep 5's were there;
- It was very helpful so that we could understand better;
- Saw the new environment;
- I loved that we had a longer lunch time;
- Buying stuff in the tuck shop;
- Enjoyed lessons;
- Learned new subjects.

6- Did you feel welcome in the Senior School during this transition day?

Response	Yes	No	Total
Number of respondents	51	11	62
Percentage value	83	17	100

Did you feel welcome in the senior school during this transition day?



a) If you felt welcome, why did you think this was the case?

- Because no one disrespected me (or anyone else that was with me) when we were there;
- Everyone was nice to me;
- People were kind and helpful;
- I felt welcome because the teacher treated us well;
- Because all teachers were nice to us;
- Because the teachers were friendly;
- I felt like that because everyone acted welcoming;
- I thought this was the case because the Senior School is very different from Prep School, so there are many changes and the teachers want to help us as much as they can;
- I didn't exactly feel welcome because everyone stared at us, but no one said anything or bothered us;
- Because the teachers were very kind and the lessons were fun;
- Because teachers made you feel welcome by telling me how Senior School is like;
- Because the teachers made me feel welcome;
- Because I felt that the teachers were going to be nice;
- I felt welcomed because the teachers were nice!!!! (excellent);
- Because I could be myself;
- Because people were very kind to us;
- I felt welcome because everyone was welcoming me;
- As I have an older sister, her friends know me and I know them so I get to be more welcomed;
- Because all teachers and other students were really nice;
- Because every one from the Senior School welcomed us and understood what we were passing through;

- I felt welcome because of the teachers helped us and the students were not making fun of us;
- I didn't feel that welcome because there are senior pupils who aren't nice students –they are much older and think in different ways;
- Because I did not think that the lessons would be easy (not easy but easier than I thought it would be);
- Because the teachers were really supportive and told you every detail about classes, etc;
- Because they wanted us to feel at home and not worried to be ready to start a new year;
- Because the teachers were nice to me;
- I felt welcome, because the teachers were nice and the experience was amazing;
- Because I was with my friends, and it seemed normal.

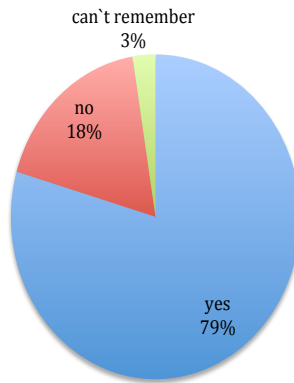
b) If you did not feel welcome, why did you think this was the case?

- Because some F1's (now F2) were annoying me and my friends;
- I don't think I felt welcome because all the other Senior pupils were looking at us like we were aliens and I felt a little uncomfortable. But now I am ok;
- Because the Senior pupils stared at us and said 'olha os prep 5s' (*look at the Prep 5s*) and it was more or less scary;
- I didn't feel welcome because some of my friends and I were really nervous that we couldn't enjoy it;
- Teachers were strict;
- Because other senior pupils kept staring and asking why were there;
- I didn't feel that welcome because there are senior pupils who aren't nice students and much older and think in different ways;
- We still had the Prep uniform.

7 - When you were still in the Prep School, did you look forward to moving to Senior School?

Response	Number of respondents	Percentage value
Yes	52	79
No	12	18
Can't remember	2	3
Total	66	100

When you were still in the Prep School, did you look forward to moving to Senior School?



a) If yes, was there anything in particular you were looking forward to about going to Senior School?

- Mainly some new topics;
- The freedom and different lessons;
- New material;
- The freedom like using our phones, but also the responsibility I gained with it;
- Changing classes, being in lessons with other people, new subjects;
- The different classes and lessons;
- Because we could use our phones and because we would have different classes and teachers;
- No I just wanted to move to the Senior School;
- Football every day;
- About having lots of teachers;
- I was looking forward to using phones, however it doesn't make a difference now but I still like it and I was looking forward to challenges in maths, new teachers, more lunch and break;
- Using our phones, eating our own lunch, and the new lessons;
- Even though I was also scared I was excited to know in which sets I was in;
- I was looking forward to Senior School because I was looking forward to the change from Prep 5 to Form 1;
- The freedom and environment and the teachers and how we need to get to class so fast;
- One hour of lunch;
- To learning, more about science;
- Prize giving;
- To have different teachers for every subject. Having different pupils for each lesson;

- Not really, just going to the Senior School in general;
- Yes, the liberty;
- Using our phones and having lessons with Mr. Seidl (*Senior School Drama and History teacher*);
- I wanted to be more independent;
- Moving classes for every lesson;
- Yes, that all teachers would be different and we would have more freedom;
- Yes, the work is more important;
- My reason might seem a bit odd, but I always just wanted to be in the Senior School, not only for the teachers, but it made me feel a bit more...mature (in a way);
- Using phones;
- I was looking forward to being able to use our phones;
- Being authorized to use my cellphone at break.

b) If not, was there anything in particular you were worried about?

- Stricter teachers;
- Yes, because I had finally adapted to the ways of the Prep School, and I don't think that I was ready for such a big change;
- Getting bad grades;
- That I would be bullied and that I would be very silly;
- too many tests;
- I didn't want to leave the easy life in Prep School and I didn't want to leave my prep 5 teachers, ie Mrs Pimentel and Mrs Busso;
- I was extremely worried about homework and tests;
- It being hard;
- I was worried that the teachers were mean and gave a lot of homework;
- I was worried about: -homework -sets -tests -grade sheets;
- Everything, because it is much more pressure than the Prep School;
- Yes. Being organised. I am an un-organised person.

8 - Did your prep 5 teachers talk to you about any of the following things before you went to the Senior School? Answer yes or no below:

a) Having many more teachers in Senior School

Response	Number of respondents	Percentage value
Yes	56	85
No	10	15
Total	66	100

b) Changing classes between lessons

Response	Number of respondents	Percentage value
Yes	61	92
No	5	8
Total	66	100

c) Lunch/break system

Response	Number of respondents	Percentage value
Yes	44	67
No	22	33
Total	66	100

d) Behaviour and discipline

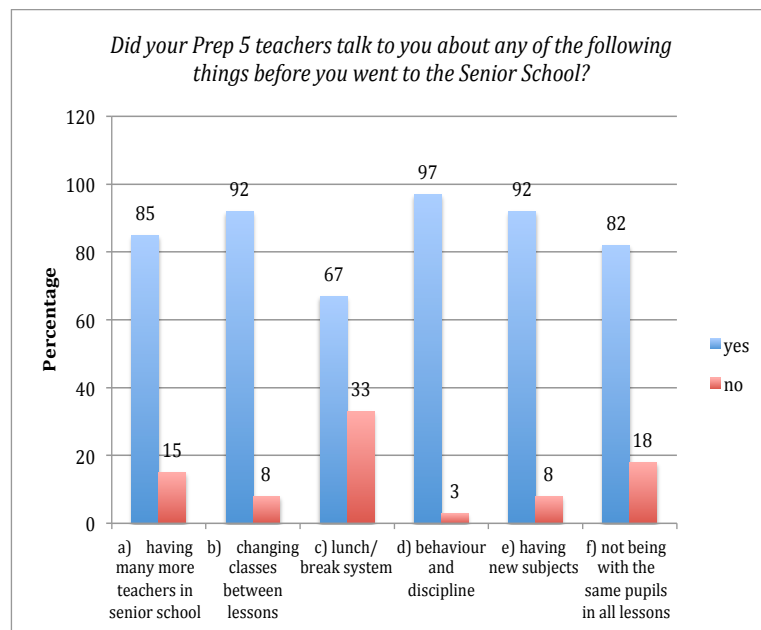
Response	Number of respondents	Percentage value
Yes	64	97
No	2	3
Total	66	100

e) Having new subjects

Response	Number of respondents	Percentage value
Yes	61	92
No	5	8
Total	66	100

f) Not being with the same pupils in all lessons

Response	Number of respondents	Percentage value
Yes	54	82
No	12	18
Total	66	100



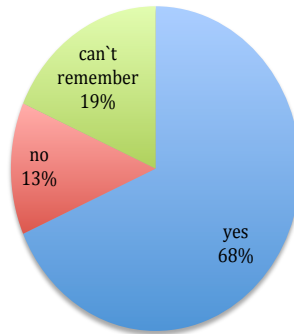
g) other (please describe)

- She also told us a lot about organization (3 similar comments to this);
- Harder tests;
- Our timetable;
- It was hard;
- Grade sheets.

9 - Did teachers from the Senior School ever visit your classes in the Prep School?

Response	Number of respondents	Percentage value
Yes	45	68
No	8	13
Can't Remember	13	19
Total	66	100

Did teachers from the Senior School ever visit your classes in the Prep School?



If yes, what did they do?

a) Talk in an assembly

Response	Number of respondents	Percentage value
Yes	19	43
No	26	57
Total	45	100

b) Talk to you on your own

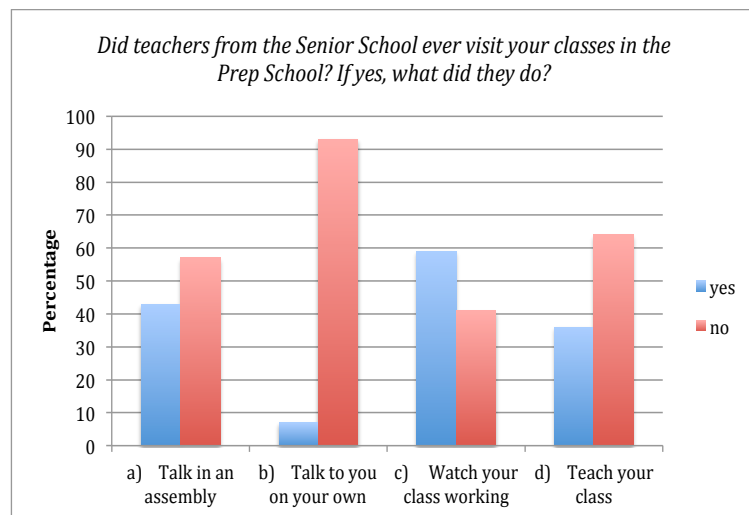
Response	Number of respondents	Percentage value
Yes	3	7
No	42	93
Total	45	100

c) Watch your class working

Response	Number of respondents	Percentage value
Yes	27	59
No	18	41
Total	45	100

d) Teach your class

Response	Number of respondents	Percentage value
Yes	16	37
No	29	64
Total	45	100



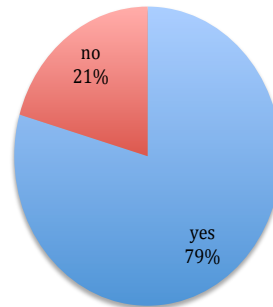
e) other (please describe)

- They joined us in quality circle time (*Personal Social Emotional Health Education – PSHE*) (7 similar comments to this);
- They talked about the rules and the system of Senior School;
- Help us in our subjects;
- Did activities with us;
- Some older students went to tell us about Senior School;
- He judged our acting;
- We would rarely see teachers from the Senior School come down to the Prep School to speak to us;
- Actually two teachers came to ours class and joined us for circle time!

10 - At the end of the Prep School, did you feel prepared to move into the Senior School?

Response	Number of respondents	Percentage value
Yes	52	79
No	14	21
Total	66	100

At the end of the Prep School, did you feel prepared to move into the Senior School?



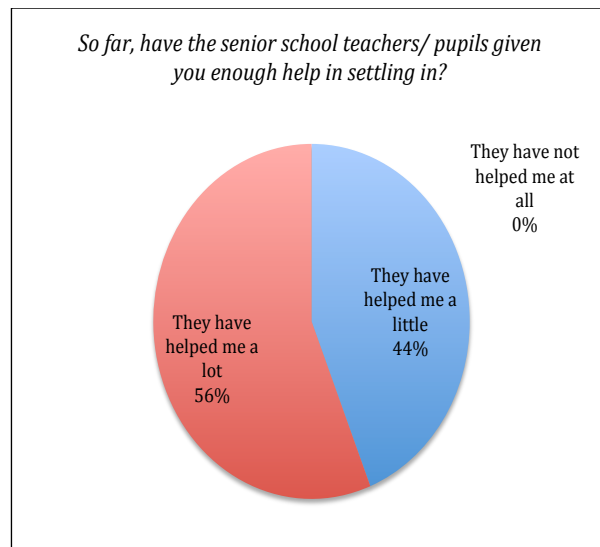
If yes, who helped you and why?

- My tutor (Ms. Goncalves) and my other teachers helped me back then;
- My brother;
- Ms. Goncalves was extremely encouraging and helped me a lot;
- My sister gave me many tips and also my P5 teacher told us in detail about Senior School;
- Because my prep 5 teacher prepared us to move into Senior School;
- All my teachers helped me because they told be about what we would have in senior lessons;
- Because my teacher helped me get prepared and made us confident;
- My teacher helped me;
- My friends helped me and my favourite teacher Mrs. Bishop helped too; they helped me because they knew I was quite nervous and in the end I was ok and now I prefer Senior School than Prep School;
- My parents and my prep teachers;
- My teachers eased me through the transition by explaining how most things worked and by saying that everyone in my year group was changing together with me, so we would all experience this as one;
- The support group helped me keep organized;
- My family;
- All my teachers who had helped me;
- My beloved teachers, my parents and friends;
- Because I went really well not only in Prep 5 and but also through the whole Prep School. My friends also helped me;
- My teacher;
- I knew my friends would always protect me;
- They prepared us very well;
- My teachers by making clear how the Senior School was;

- My teacher from the Prep School helped me a lot, my parents also helped me a lot;
- My teacher always talked and made us confident;
- All my teachers from Prep 1 to Prep 5 helped my to find a way to become organized, also with the Golden Rules and code of honour (*Tutorial programme in the Prep School*);
- Because I saw it was not so hard as I thought it was;
- I was confident;
- My teachers and transition day so that I knew what was coming;
- Because my report was really good;
- My parents;
- My old school helped me because they did everything correctly to prepare ourselves;
- My teacher & brother.

11- So far, have the Senior School teachers/ pupils given you enough help in settling in?

Response	Number of respondents	Percentage value
They have helped me a little	29	44
They have helped me a lot	37	56
They have not helped me at all	0	0
Total	66	100



a) If you did have enough help, what things helped you?

- The teachers being a bit lenient on us since we're new to the Senior School;
- They told me everything that was required;
- They helped me finding lessons or assemblies and when I broke my foot they always asked if I needed help;
- They made me feel comfortable in the Senior School;
- When I got lost sometimes they helped me find my class;
- The teachers supported me;
- They helped me to find my classes on the first 3 days;
- The teachers;
- By showing me the classes and all around the school;
- The worry of tests got much better and teachers helped me in many ways to be organized;
- The teachers were very nice and helpful by explaining in detail how everything worked in the Senior School and by being very patient;
- Encouragement and help outside of school;
- Getting used to the new classes and ways;
- My teachers' advice;
- They encouraged me and they always helped me with some hard things;
- They understand;
- In the Prep School, teachers said that the teachers were very strict and mad, and in my opinion I don't think that is true, because they are very nice to us, they teach very nicely;
- They helped me finding my classes;
- Until now I'm not needing help, however I am sure that when I need it, I can count on them;
- They told us everything;
- Telling our class we were good pupils and that we are very good at the subject;
- Understanding things when I had doubts;
- My brother;
- Mostly the teachers made me feel welcome because they would explain everything in detail and always tell you that if you have a question, to always ask;
- They helped me find the rooms;
- My friends really helped me, a lot;
- Organisation and things I didn't learn in my old school that other pupils learned;
- Different systems for being organised.

b) If you felt that you did not get enough help, what or who could have helped you more?

- How they exaggerated the strictness of the teachers;
- I think maybe some teachers.;
- I think that they helped you a bit however they mostly said you should just be independent;
- I could have help to understand a little more in science;

- In understanding the task;
- They helped me but they could help me more by understanding when we get late, as we are new and everything;
- The teachers in Senior School are more strict and I didn't feel comfortable;
- Understand the daily routine;
- I got enough help, but I think the teachers could have helped more.

12- How do you feel now after having spent some time in the Senior School?

a) Nervous

Response	Yes	No	Total
Number of respondents	24	42	66
Percentage value	36	64	100

b) Excited

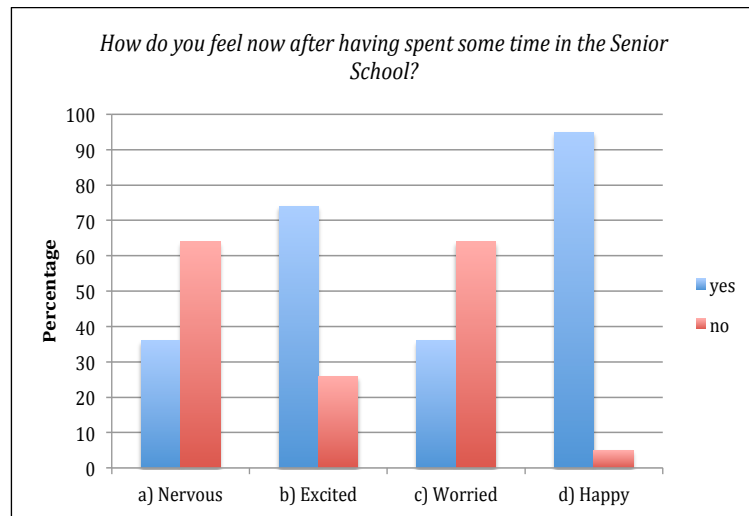
Response	Yes	No	Total
Number of respondents	49	17	66
Percentage value	74	26	100

c) Worried

Response	Yes	No	Total
Number of respondents	24	42	66
Percentage value	36	64	100

d) Happy

Response	Yes	No	Total
Number of respondents	63	3	66
Percentage value	95	5	100

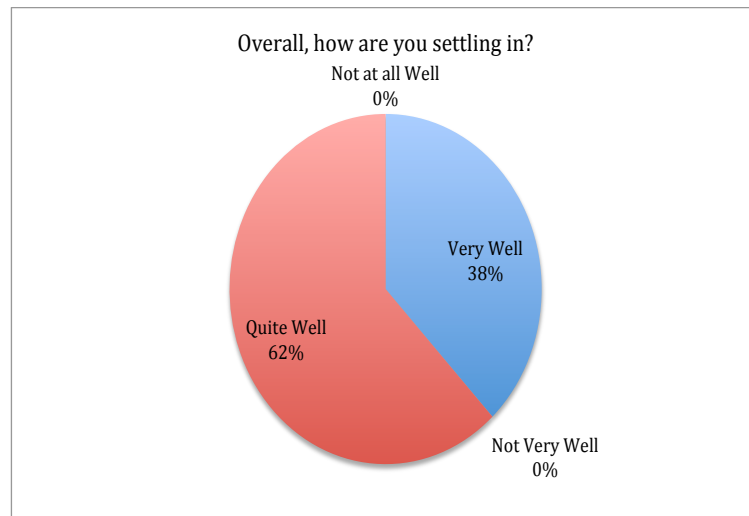


e) *Other (please describe)*

- Fun;
- I feel confident because I understand better what I'm doing;
- Anxious (*4 similar answers to this*);
- Curious;
- Tired scared and rarely bored;
- Normal (*2 similar answers to this*);
- I feel reflective to every mistake and good things I've done in the past.

13- Overall, How are you settling in?

Response	Very Well	Quite Well	Not Very Well	Not at all Well	Total
Number of respondents	25	41	0	0	66
Percentage value	38	62	0	0	100



14 - How do you feel in the following places?

a) Classroom

Response	Safe	Not Safe	Undecided	Total
Number of respondents	64	0	2	66
Percentage value	97	0	3	100

b) Corridor

Response	Safe	Not Safe	Undecided	Total
Number of respondents	54	10	2	66
Percentage value	82	15	3	100

c) Dining Room Queue

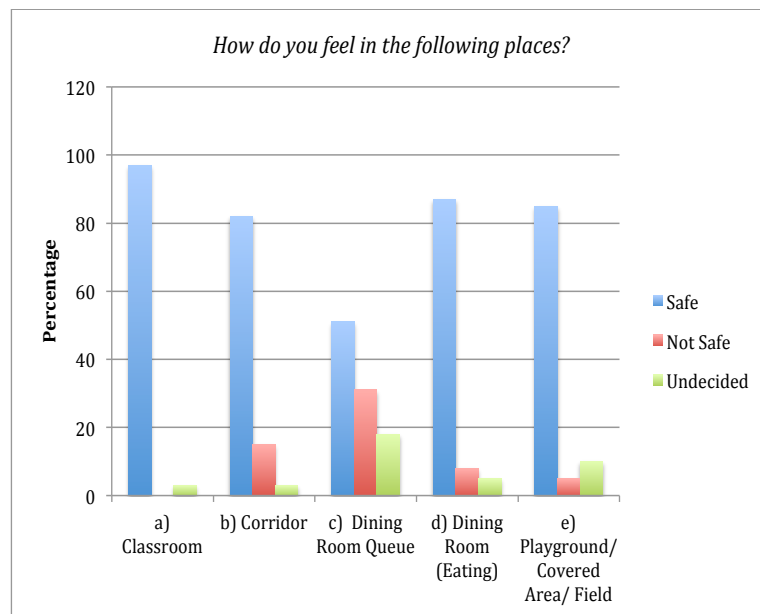
Response	Safe	Not Safe	Undecided	Total
Number of respondents	34	20	12	66
Percentage value	51	31	18	100

d) Dining Room (Eating)

Response	Safe	Not Safe	Undecided	Total
Number of respondents	58	5	3	66
Percentage value	87	8	5	100

e) Playground/ Covered Area/ Field

Response	Safe	Not Safe	Undecided	Total
Number of respondents	56	3	7	66
Percentage value	85	5	10	100



15- If you do not feel safe in any of the above settings, can you explain why?

- Form 3s annoy us;
- I do not feel safe in the dining room and in the corridors because the older kids fight a lot and I end up hurt;
- The lunch queue: because older Senior pupils keep passing you and you try to make them stop but they push you aside and go through;
- Because many people cut the line;

- I do not feel so comfortable and safe in the dining room queue because most older students cut the queue;
- I do not feel safe in the line because no one respects the smaller people so they pass us in the queue;
- Because some of the other senior pupils start annoying us when we are playing;
- Because people easily break the glass so I am scared of someone getting injured;
- Because some bigger boys or girls keep taking photos of us and making fun of us with the photo or pointing at us same as the corridors;
- In the dining room queue is the time when everyone is gathered together in just one line and I don't know what the older pupils can do to me;
- Because the older kids are sometimes mean to us;
- Because in the queue people pass us and sometimes they end up hurting us (the younger kids);
- Because of the older kids, I know what they are capable of doing and if we simply stand up for ourselves and say 'you cut the line' it will cause a confusion. Also I am a very different character so pupils can stare at me and I don't feel safe;
- I don't feel safe in the corridors because lots of people are trying to go to one place and then I get squashed and pushed;
- Other Senior pupils cut the line.

16 -How easy/difficult was it to get used to the following routines and expectations of the Senior School?

a) Having many new teachers

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	22	36	8	0	0	66
Percentage value	33	54	13	0	0	100

b) Changing classes between lessons

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	15	17	27	7	0	66
Percentage value	23	26	41	10	0	100

c) *Lunch system*

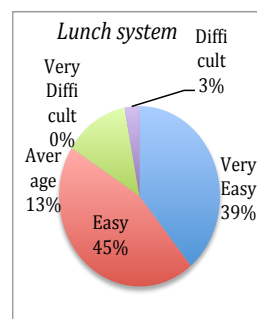
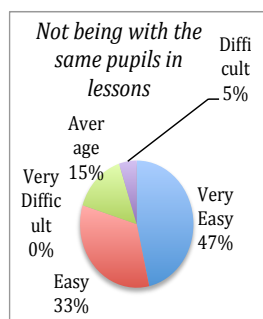
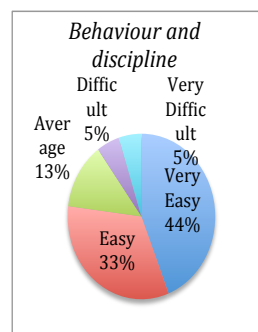
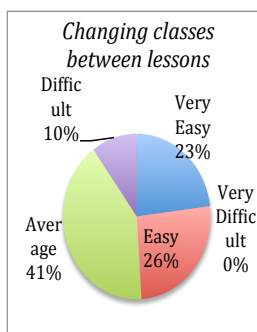
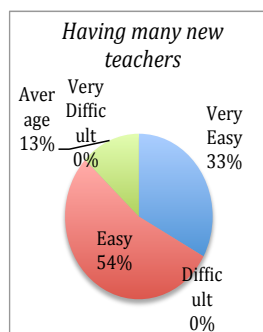
Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	26	30	9	2	0	66
Percentage value	39	45	13	3	0	100

d) *Behaviour and discipline*

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	29	22	8	3	3	66
Percentage value	44	33	13	5	5	100

e) *Not being with the same pupils in all lessons*

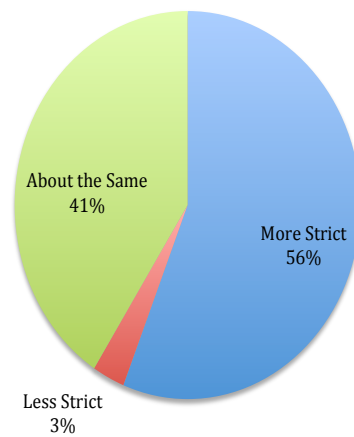
Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	30	22	10	3	0	66
Percentage value	46	33	15	5	0	100



17- Compared with the Prep School, do you think that the teachers are a) more strict
b) less strict c) about the same?

Response	More Strict	Less Strict	About the Same	Total
Number of respondents	37	2	27	66
Percentage value	56	3	41	100

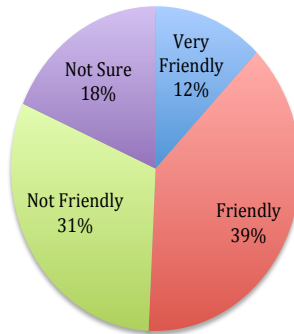
Compared with the Prep School, do you think that the teachers are more strict, less strict or about the same?



18- Overall do you think the older pupils are a)very friendly b) friendly c) not friendly d) not sure?

Response	Very Friendly	Friendly	Not Friendly	Not Sure	Total
Number of respondents	8	25	20	12	66
Percentage value	13	38	31	18	100

Overall do you think the older pupils are very friendly, friendly, not friendly or not sure?



19-What advice would you give to the next group of prep pupils moving up to the Senior School?

- To not be afraid because there are many bad things people say about the Senior School that are not true;
- Your teachers will exaggerate a lot;
- It is very nice, however be careful with the older kids (especially the big boys) who may push you in the corridors;
- Not to be afraid, it's not as hard as it looks;
- Be very organized use your time wisely - go to the bathroom at break or lunch;
- To not worry so much because the Senior School is very fun;
- I think they should not be scared because it is not that hard as it looks like and it is very fun;
- Don't panic;
- Do not worry;
- To have fun but to try their best;
- For them not to listen to people that say it's bad just to scare them, be who they are, be organised, check firefly and school e-mails, don't be late to school and have fun;
- You have nothing to worry about, you will do just fine if you study, and do your homework;
- Enjoy the Prep School while you can still eat! The Senior School is easily adjustable to if you are the organized type of person, however the only problem that still bothers me is that most older students cut the lunch queue and prohibit us to get into the lunch room;
- I would say not to worry because the teachers in Prep School talk about Senior School as if it were something way more scary than it actually is;
- That it's not as bad as you think it might be;
- Learn your timetable by heart;

- Be calm;
- To be careful. Don't mess with people who are older than you;
- To be organized (*5 similar comments to this*);
- That the Prep teachers put too much pressure and say some things about the Senior School that are not true. In my opinion the Senior School is MUCH nicer than the Prep! So you don't need to be worried;
- Don't be nervous it will be alright and everything will be settled;
- Pay attention during lesson and don't make jokes and don't stay with the older pupils;
- Never ask an older pupil on the first day of school where is the class room you need to go, because they will probably say the wrong class room;
- Don't play in lessons;
- That the Senior School is going to be fine;
- Follow the code of honour;
- Don't feel afraid to stand up for yourselves, if anything happens to you that you feel unhappy or not comfortable, call a teacher to help you and if need, go to the Learning Support Unit;
- Not to worry;
- Relax, it isn't as bad as people say;
- To not worry, and that everyone will welcome you and help you in everything you need;
- To be very organised with diaries and folders;
- Be organized, stick to your friends, do your homework and don't be shy to ask questions;
- Not to worry so much, it's going to get harder but you have many advantages in Senior School;
- Don't worry. It's gonna be fine;

20-Are there any other comments that you would like to make about your transition to Senior School, or about the transition programme in general?

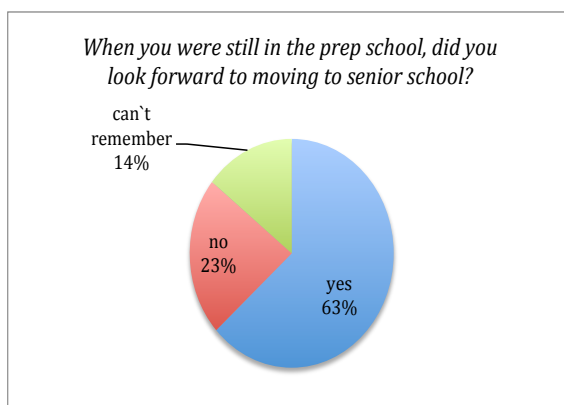
- It's a good system;
- The teachers are really helpful;
- I thought that the transition went really well;
- Keep organized;
- It's easy to get used to;
- I thought that the new way things are settled are much better (the tutorial before break, the two weeks schedule - because there are a variety of lessons - etc);
- It is great;
- The expectations for us are higher, the teachers are more strict, and Senior School is quite tiring. But I'm OK;
- I think there should not be a change of daily routines each week;
- I think we should get a transition week, to really get a feel of senior life;
- I come from another school (Playpen). It was a double transition for me;

Appendix Thirteen

Form 2 Questionnaire Results

1 -When you were still in the Prep School, did you look forward to moving to Senior School?

Response	Number of respondents	Percentage value
Yes	47	63
No	17	23
Can't Remember	11	14
Total	75	100



a) *If yes, was there anything in particular you were looking forward to about going to Senior School?*

- Being able to use the big tuck shop, using my phone and having drama lessons;
- Being more independent;
- Sets;
- Having the opportunity to eat unhealthy things in the tuck shop;
- Because I had a really bad time in Prep School;
- Yes, I really looked forward to having new subjects: Drama, Tutorial, Geography and History. Having classes with different people. Also, I wanted to experience becoming more responsible: walking to class by myself, having my personal time table, etc...;
- Just being a Senior;
- More classes;
- Science almost every day (2 comments similar to this);
- I was looking forward to sets so I could compare myself again my peers;

- The tuck shop food;
- 1) more lunch time 2) use of mobile phones 3) having more freedom;
- I think I was looking forward to being able to eat in the big tuck shop, also I wanted to have different teachers;
- Moving from class to class, having drama and having 1 hour of lunch;
- Feeling more mature;
- I was looking forward to more freedom and independency, and that we could bring cellphones to school;
- I was looking forward to the fun lessons;
- Having more freedom (3 comments similar to this);
- Having different sets of different subjects;
- I was looking forward to going to new classes and to be able to use my phone;
- I was looking forward to have more opportunities and events to participate (e.g. School Council, in some years the MUN, etc.);
- Buying your own food, cell phones allowed and I preferred the Senior School uniform;
- New teachers, new subjects, cellphones, more lunch and break;
- Anxious about the work and tests.

b) If no, was there anything in particular you were worried about?

- All the homework;
- New teachers;
- I was worried about the end of year exams (4 comments similar to this);
- Tests (3 comments similar to this)
- I was worried about the assessments and the end of year tests;
- That I would be bullied by the big kids;
- I was worried of the rumours about the teachers being really mean and doing really hard tests;
- I was looking forward to the setting;
- I was worried about work;
- 1) 2 sets of stairs 2) amount of homework 3) teachers being strict;
- I was already really happy in the Prep School and if anything were to change, it would probably change for the worst. I was also a bit worried about tests and getting late or lost;
- Everything looked really serious, like the senior kids never looked happy. I was also REALLY scared of the tests and failing and detentions;
- I was worried when I was going to Form 1 of the tests we would have and if I didn't pass them I would fail the year. But now I am not worried anymore;
- Being too hard and difficult but now I know it's nice;
- Work, exams, failing;
- The fact of having much more responsibilities and a lot of homework, was something that bothered me;
- The end of year exams, more responsibility overall;
- Being too hard;

2- As far as you can recall, did your Prep 5 teachers talk to you about any of the following things before you went to the Senior School? Answer yes or no below:

a) *Having many more teachers in Senior School*

Response	Number of respondents	Percentage value
Yes	52	69
No	23	31
Total	75	100

b) *Changing classes between lessons*

Response	Number of respondents	Percentage value
Yes	62	83
No	13	17
Total	75	100

c) *Lunch/break system*

Response	Number of respondents	Percentage value
Yes	36	48
No	39	52
Total	75	100

d) *Behaviour and discipline*

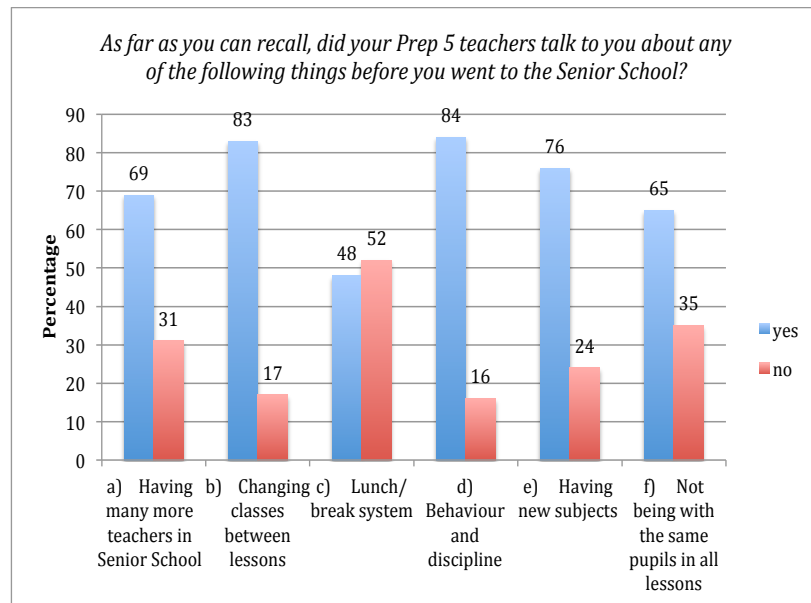
Response	Number of respondents	Percentage value
Yes	63	84
No	12	16
Total	75	100

e) *Having new subjects*

Response	Number of respondents	Percentage value
Yes	57	76
No	18	24
Total	75	100

f) *Not being with the same pupils in all lessons*

Response	Number of respondents	Percentage value
Yes	49	65
No	26	35
Total	75	100

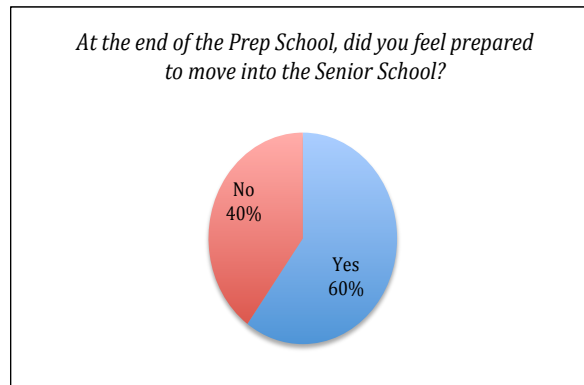


g) other (please describe)

- Tests and studying towards them, how it would be much more difficult than Prep School;
- Grade sheets;
- They told me that it was much, much harder than Prep School but until now I can't see much of a challenge;
- The teachers warned us about arriving on time, the sanctions and being really organized;
- Have a tutor to solve issues/solve doubts with;
- Homework, tests, note-taking, uniform;
- They talked about all the tests, and how we would have to work much harder to succeed, and that everything is very different in the Senior School (she was right, it looks like a totally different school);
- Different tutorial classes depending on house;
- More homework and work to do in lessons;
- Senior teachers don't help, Prep rocks etc...;
- Carrying bags to all lessons;
- Being more independent;
- Extra worksheets and lots of homework;
- Diaries changed;
- Diary and timetable;

3- At the end of the Prep School, did you feel prepared to move into the Senior School?

Response	Number of respondents	Percentage value
Yes	45	60
No	30	40
Total	75	100



If yes, who helped you and why?

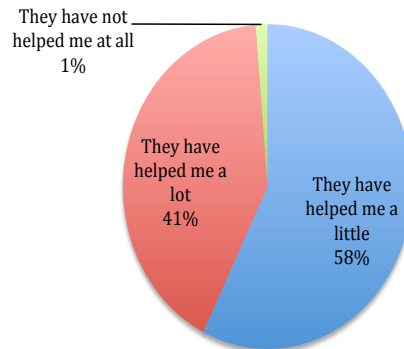
- I had no friends at the time;
- Firefly;
- I did not feel prepared;
- The pupils and also the teachers;
- My older brother;
- One major thing that helped me was when the (then) Form 1's came to talk to us about the Senior School. This helped me a lot because I remember being very nervous and not really knowing what to expect however, when they came to talk to us I felt more secure because I had someone who had just experienced what I would be going through;
- My friends, because in my old school my best friend was in every single class of mine;
- No one helped me, I just felt prepared;
- My Prep 5 teacher and my parents;
- The teachers in prep 5 referred to Senior School as a really bad place;
- My brother;
- Mr Hill (*Prep School teacher*) was very informative and helpful;
- Because I was new of all the cool stuff that we had like: new tuck shop drama lessons more freedom more time of lunch etc...;
- I think nobody actually helped me, it was something I got used to with time;
- I think after we went to the Senior School as Preps I thought it would be easier than I expected;
- My teachers, the form 1's that came to talk to us, my friends, the people in my class, the teachers who would continue to teach me in the Senior School;

- I got help, everyone was supportive, but I was really scared;
- My mom my teacher and my friends;
- The teachers' support;
- My friends encouraged me not to be scared and my teacher on prep 5
- The teachers, my father and older cousins told me to behave myself and pay attention in class to get good grades. And the teachers explained very well how the Senior School would be and how to adapt well to it;
- My teachers;
- The Form 1s who came to talk to us about Senior School when we were in prep 5;
- My parents because they helped me get prepared with organization;
- I did feel prepared mainly because of the test day however when I actually transitioned everything was different to what I had expected;
- My parents because they are very friendly;
- Because I felt I knew a bit more about the Senior School;
- My teachers helped me by not making me feel nervous;
- Prep teachers made Senior School look too scary and they did not tell us the basics;
- My teachers and other pupils;
- The teachers and my parents helped me because I needed it;
- I felt prepared but scared. I think my friend helped me a lot with confidence;
- Miss Pimentel (*Prep School* teacher) and my brothers;
- I think mostly my friends because they had older siblings and they told my friends that it wasn't as bad as it seemed;
- Older friends in Senior School;

4 -In your first year in the Senior School, have the Senior School teachers/ tutors/ pupils given you enough help in settling in?

Response	Number of respondents	Percentage value
They have helped me a little	43	57
They have helped me a lot	31	41
They have not helped me at all	1	2
Total	75	100

In your first year in the Senior School, have the Senior School teachers/ tutors/ pupils given you enough help in settling in?



a) What sort of things helped you?

- Most of my teachers were really sweet;
- Pupils and teachers explained the routine to me;
- To be organized;
- My Form 1 Tutor, Mr. O'Shea, was an amazing tutor;
- With my timetable;
- When my tutor explained the times of lunch and break;
- The 24 hour homework system;
- Timetable and getting organized;
- In the first few weeks of Senior School teachers would be kind and help you, they would be understanding if you got late to a class because you got lost;
- Organization;
- Myself;
- The positivity of each teacher towards me;
- I had lots of questions about the changing class or different teachers system;
- My timetable;
- Giving me the class numbers;
- 1) late to classes 2) not handing in homework;
- Maps, my tutor, getting there early to walk around, timetable, my friends;
- Some of my teachers introduced me to new subjects (or making the old ones better, like Maths and English);
- Giving multiple chances;
- They helped in not being late, in the tests system and they could help more at studying for tests;
- The teachers helped me by explaining how the Senior School works, what were the expectations and many other things which helped me a lot settling in;
- My timetable and my friends;
- Giving me the information I needed;

- Explaining stuff to me;
- Cutting me some slack in the first half term;
- The assemblies;
- Having extra worksheets for different subjects, when I needed them;
- Timetable, organization, phone;
- They didn't get mad if I wasn't in lessons at the right time in the beginning and they tried to make the transition easy;
- My timetable;
- Worksheets and talking/encouraging us;
- Diary and warnings for homeworks and assessments;
- They relaxed me and made me prepared for tests;
- They helped me to organize my homeworks, tips to organize my school things and being really patient with all of us;
- They give me second chances and explained what has changed;
- They let us be a little bit late during the first 2 weeks because we didn't know where were the classes;
- They explained the system;
- Realizing that the teachers weren't so strict and you had a lot more freedom;
- Revision before a test with the whole class;
- Older friends.

b) If you felt that you did not get enough help, what or who could have helped you more?

- Sometimes, teachers would tell me to 'ignore: they will stop'. But they didn't. And I knew;
- The teachers;
- Not much because I didn't need much help;
- I think that other students could've come to talk to us about the Senior School in greater detail;
- My family;
- Everyone helped me properly;
- My tutor (3 similar responses to this);
- Maybe the introduction booklet to the Senior School, I wasn't completely sure what I had to bring on the first day;
- I think that everything changes DRASTICALLY from Prep 5 to Form 1. It was extremely hard to adapt to the Senior School. They should change one thing at a time, or introduce new things to the students later;
- Knowing who are my friends;
- The teachers could've helped a bit more;
- The students;
- Reminder map of Senior School to know where are the rooms;
- I did get enough help;
- My mom helped me with the hw that I did not understand;
- I think the Senior School teachers, because they didn't really say anything after what the prep teachers told us;
- Workshops.

5-How do you feel now after having spent a full academic year in the Senior School?

a) Nervous

Response	Yes	No	Total
Number of respondents	42	33	75
Percentage value	57	43	100

b) Excited

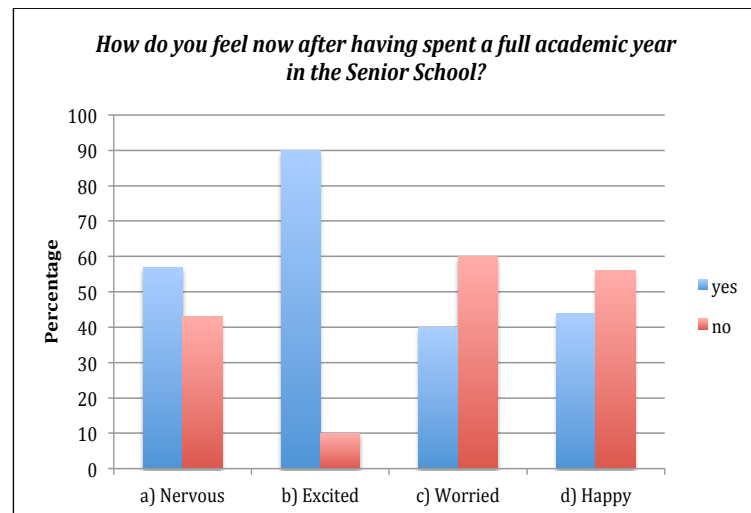
Response	Yes	No	Total
Number of respondents	67	8	75
Percentage value	90	10	100

c) Worried

Response	Yes	No	Total
Number of respondents	30	45	75
Percentage value	40	60	100

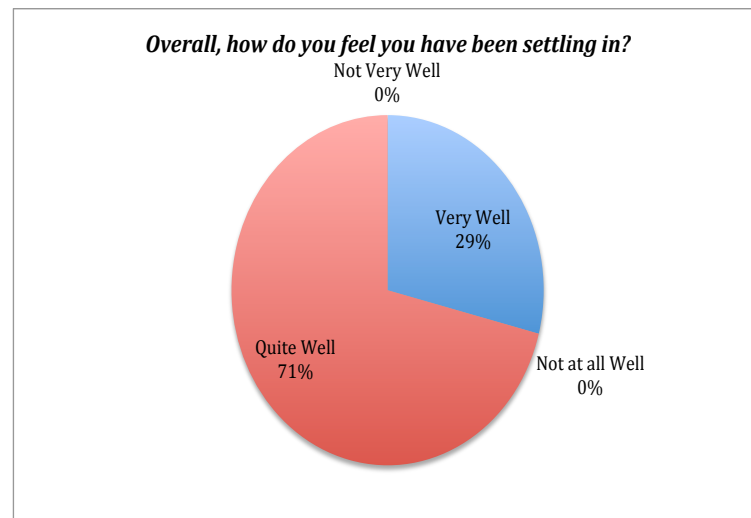
d) Happy

Response	Yes	No	Total
Number of respondents	33	42	75
Percentage value	44	56	100



6- Overall, how do you feel you have been settling in?

Response	Very Well	Quite Well	Not Very Well	Not at all Well	Total
Number of respondents	22	53	0	0	75
Percentage value	29	71	0	0	100



7a -How do you feel in the following places?

a) Classroom

Response	Safe	Not Safe	Undecided	Total
Number of respondents	66	0	9	75
Percentage value	88	0	12	100

b) Corridor

Response	Safe	Not Safe	Undecided	Total
Number of respondents	49	14	12	75
Percentage value	65	19	16	100

c) Dining Room Queue

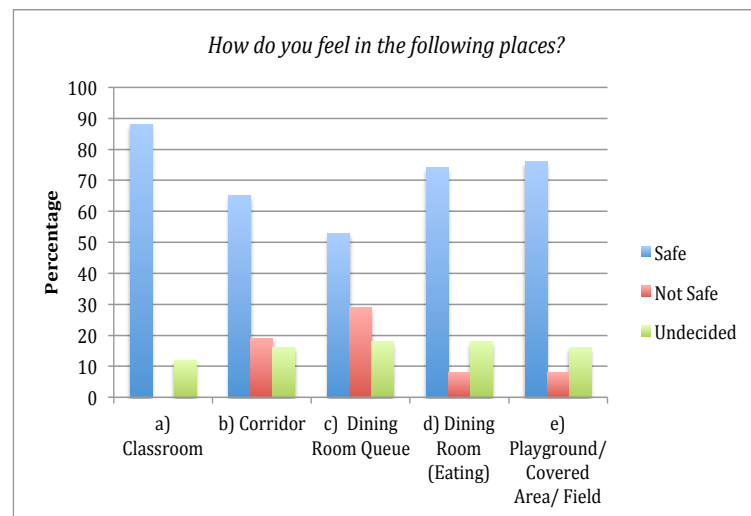
Response	Safe	Not Safe	Undecided	Total
Number of respondents	40	21	14	75
Percentage value	53	29	18	100

d) Dining Room (Eating)

Response	Safe	Not Safe	Undecided	Total
Number of respondents	55	6	14	75
Percentage value	74	8	18	100

e) Playground/ Covered Area/ Field

Response	Safe	Not Safe	Undecided	Total
Number of respondents	57	6	12	75
Percentage value	76	8	16	100



7b- If you do not feel safe in any of the above settings, can you explain why?

- Because of the older pupils;
- Bullying. That is all I wish to say;
- In the lunch queue other year groups pass us;
- In the corridor because people push me around sometimes;

- The queue is chaos and even Form 1s pass us;
- I can get pushed back by older pupils;
- Because the older pupils are disrespectful;
- Dining room queue: I don't feel really safe because older pupils don't respect me, they cut the line and completely ignore me. The worst thing is that, most of the times, it won't be only one person passing the line, but a group of people;
- I don't feel safe in the dining room queue as there are people who keep passing ahead of me and my friends;
- The pupils are very mean;
- I'm always safe at school;
- Some of the other year groups are quite violent in the queue;
- Pretty much anything can happen in the corridors, the entire school comes out to move in different directions and may cause you to be late, especially if you have to get to the science building. However, I think it has improved a lot since last year;
- Nearly all the older kids (and even some Form 1s) cut in front of the line. And in the corridors, the older form pupils also push the younger ones around;
- People pass me all the time in the queue;
- Because it is very calm;
- In the playground or field I don't feel very safe because, there is no teacher supervising the pupils and the pupils can do what they want like fighting or even bullying;
- In the queue for lunch because the older students cut the line a lot;
- The teachers don't see us;
- Older Pauleans skip the line and we wait forever;
- Because some people that are older than me make fun from me;
- Despite all of the teachers that are on duty or paying attention on us, it is very hard for them to keep an eye on all of us. Thus sometimes people do actions that are insensible to the class;
- I felt safe;
- Because they push you in the line/ queue;
- In the lunch line, a lot of the other older pupils pass you (sometimes even younger ones) and you feel you can't really say anything because you fear they'll do something to hurt you.

8 - How easy/difficult was it to get used to the following routines and expectations of the Senior School?

a) Having many new teachers

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	23	34	15	3	0	75
Percentage value	31	45	20	4	0	100

b) Changing classes between lessons

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	17	20	25	12	1	75
Percentage value	22	27	33	16	2	100

c) Lunch system

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	43	18	12	1	1	75
Percentage value	57	23	16	2	2	100

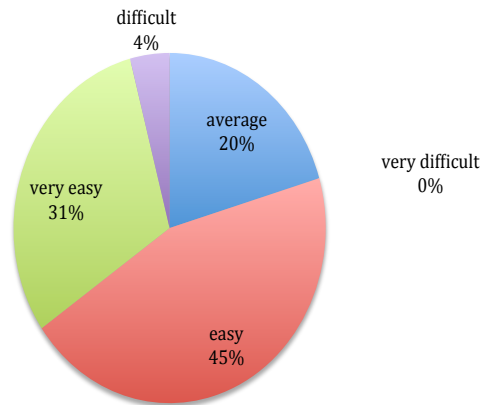
d) Behaviour and discipline

Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	9	35	25	3	3	75
Percentage value	12	47	33	4	4	100

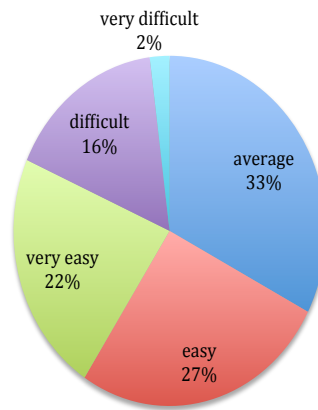
e) Not being with the same pupils in all lessons

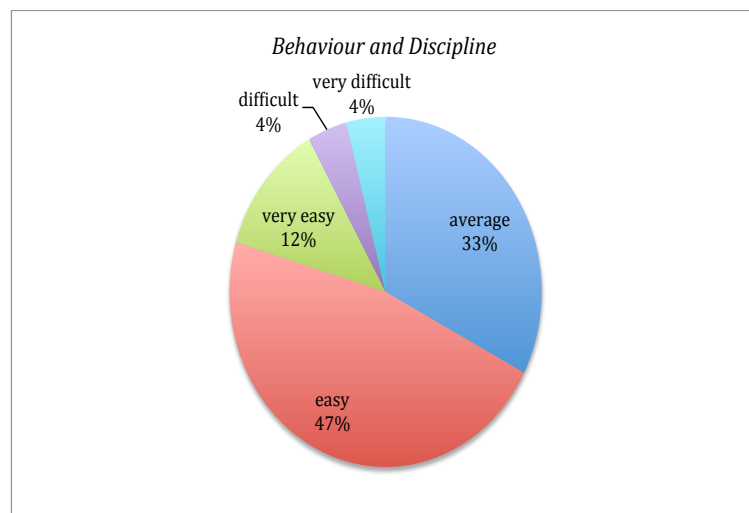
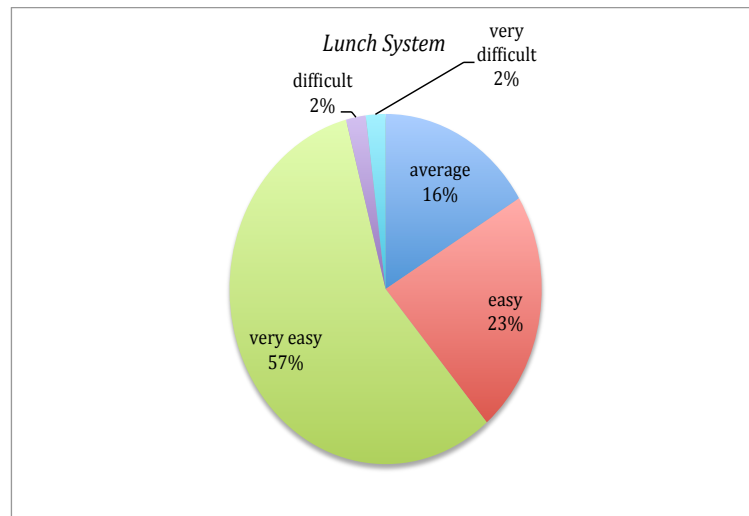
Response	Very Easy	Easy	Average	Difficult	Very Difficult	Total
Number of respondents	28	26	14	6	1	75
Percentage value	37	35	18	8	2	100

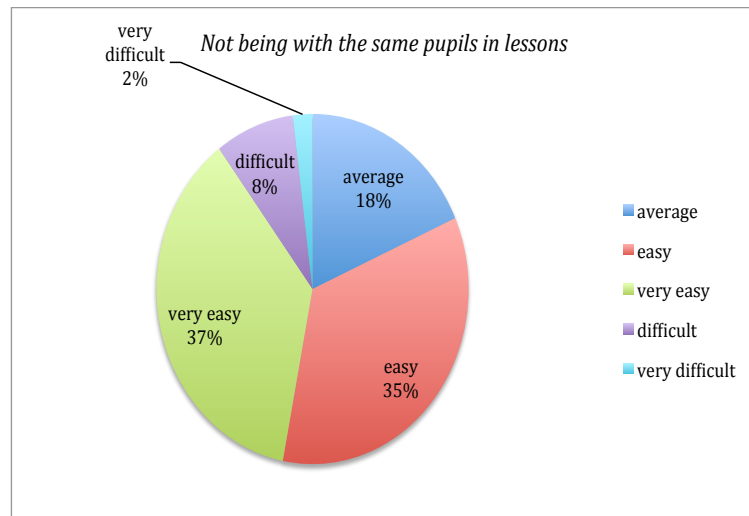
Having many new teachers



Changing classes between lessons

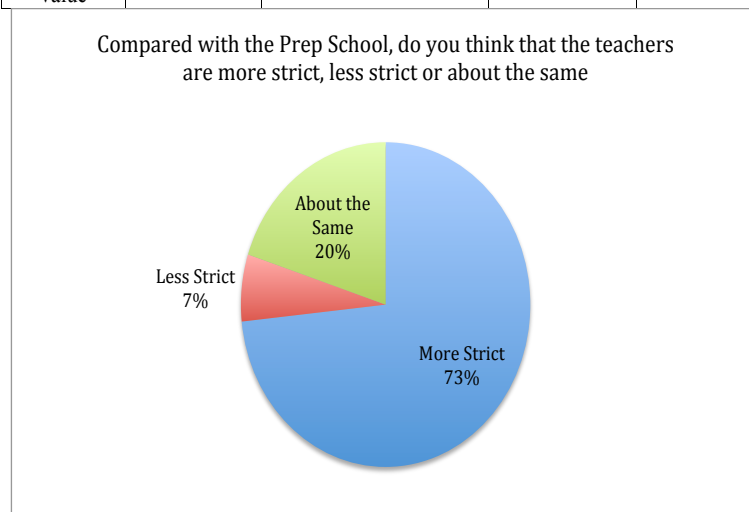






9- Compared with the Prep School, do you think that the teachers are a) more strict
b) less strict c) about the same

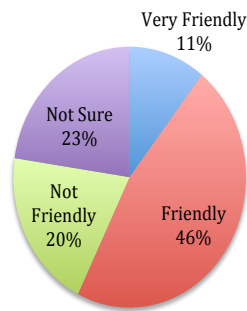
Response	More Strict	Less Strict	About the Same	Total
Number of respondents	55	5	15	75
Percentage value	74	6	20	100



10 Overall do you think the older pupils are a) very friendly b) friendly c) not friendly d) not sure

Response	Very Friendly	Friendly	Not Friendly	Not Sure	Total
Number of respondents	8	35	15	17	75
Percentage value	10	47	20	23	100

Overall do you think the older pupils are very friendly, friendly, not friendly or not sure?



11- What in particular do you like about the Senior School?

- The freedom (7 comments similar to this);
- You can be more independent (7 comments similar to this);
- Having freedom, not having to stay in line to go everywhere. Having different people in each class and moving around between each lesson;
- Everything;
- It is much more organised and everyone is always helping;
- The class transitions;
- The lunch time is longer;
- The independence we are given. We have more liberty and we learn how to be responsible;
- Being a senior;
- I like that the classes this term are shorter and I think they are better;
- The lessons and Mcann Society (Club run at school)
- How I am learning;
- I like that you feel more independent, no teachers telling you what to do all the time;

- My teachers are very nice and experienced. Some of my friends in the 6th form helped me solve doubts about the Senior School, and because of that I now understand the whole system;
- I like the modicum of independence we are allowed in the Senior School which was not afore granted;
- I like the projects in Senior School;
- Your freedom and that you have access to more things than in the Prep School;
- That we have more freedom, we learn more;
- Being treated more like an adult than like a kid;
- I like that we are trusted more and that we are able to work more independently. Also, we have a wider variety of lessons;
- Workshops (although I only went once) are a really good idea - I like the 5 min changeover and 1 hour lunch;
- The interesting classes - being set 1 in everything;
- The responsibility;
- We have more freedom to make things you couldn't do when we were in Prep School;
- My friends / the lessons;
- Lessons;
- That I have lessons with lots of different people
- Changing classrooms;
- I like it that we are more respected and that we have more responsibility;
- Having different teachers;
- The teachers are nice;
- The freedom and indolence;
- I enjoy the fact that there are many events and clubs & societies that we could participate in;
- The responsibility and freedom you have;
- More lunch and better lessons;
- Telephone.

12- What don't you like about the Senior School?

- That the teachers are more strict (*3 comments similar to this*);
- So much homework (*4 comments similar to this*);
- End of Year Assessments (*3 comments similar to this*)
- Bullying (although I was bullied in the Prep School as well);
- Many times I get confused to which classes to go to;
- Too many tests;
- How teachers do not let us go on time to break and lunch;
- The lost and found;
- That there is too much weight;
- The teachers;
- The pressure of tests and grade sheets, but I'm getting more used to it;

- The homework system that teachers give Non-satis (*sanction system*) right away;
- When people pass the line when I am going to lunch;
- How I'm tested;
- I don't like the system of the end of year exams, having end of years the same day;
- The lunch queue;
- The new timetable;
- The fact of having a two-week timetable;
- That if we do not hand in homework we get an After School Detention / also if we are not with our blazers on we get a Non Satis; (*sanction system*);
- The teachers are sometimes very unfair;
- Things are always changing, sometimes I don't get notified that they are. I've already been late a few times to presentations I didn't know we're happening. And the fact that I always have to check my email for news bothers me a little too. Something could change drastically and I could be completely oblivious to it;
- I absolutely HATE how we get grades on group projects, I think every individual should be assessed alone / too much homework (I do loads of after school activities, and our school ends at 3:15, so I do not have too much time to do homework) I do not like how they took away the sets, because different people have a different pace of learning / I think that they should send e mails if we get late, because sometimes we do not notice that we are late;
- Friend less in classes overall;
- What I don't like about the Senior School is that the teachers are really strict and they give a lot of home work;
- The cutting of lines of the older people;
- People who do cyber bullying have no punishment;
- I don't like that sometimes teachers give to much homework;
- People that pass The lunch line;
- The exams/homework;
- The tests;
- The tuckshop;
- Too much work to do;
- More responsibility/homework/teachers more strict;
- 2 week timetable;
- That the older kids have priority;
- The lunch line.

13- What advice would you give to the Form 1s and the next group of prep pupils moving up to the Senior School?

- I don't know (2 comments similar to this)
- Don't be nervous (3 comments similar to this);
- Have responsibility because no teacher will be after you are reminding you what you have to do;
- If you pay attention in the lesson, you can study three times less and get better grades;

- Hang in there;
- Don't worry everything is different but better;
- Follow the code of honour;
- Behave and don't procrastinate;
- Try to do your best;
- To be organized and just be quiet in lessons and listen to the teacher;
- Be organised, don't procrastinate (don't leave things for the last minute), use your diary (it will help a lot), use the resources you have: workshops, memorize your timetable, have an open mind, respect the code of honour and be responsible;
- As I am new in St. Paul's, and it's very different from my previous school, not much;
- Organization is key to progress in the Senior School;
- Study nonstop 'till the end of college;
- Follow the Paulean rules and everything will be fine;
- If you have any questions at all just ask your tutor;
- My advice would be to always listen to the teacher and keep your time table close;
- To behave and pay very close attention in class;
- Breathe. Think positively. You are more capable than you think.
- To enjoy the Prep School (games, golden time, circle time, fun lessons) while it lasts, and that in the Senior School, you have to study more and be more serious;
- Try not to procrastinate;
- That they are more prepared than they think;
- Be really prepared for the tests and be prepared for a lot of home work;
- To always behave in class and pay attention to class because then you have a better chance of not receiving sanctions and receiving better grades;
- Be nice and don't get into much trouble;
- Ignore what prep teachers tell you;
- Study hard;
- To be confident and very organized;
- Transition day is a lie;
- To behave and to have fun;
- To make a summary for each subject through out the year for the end of year exams;
- Be organized and use your diary;
- You don't have to worry since it is not nearly as bad as some people would think;
- Don't worry too much;
- Just leave now;
- That when you come to Form 2 it will be easier;
- Study work hard and listen to your teachers;
- For them to stay calm and don't worry about tests;
- Always organize yourselves. Don't procrastinate and listen carefully to teachers;
- Have good behavior don't leave homework and other responsibility to the last minute;

- Learn their timetable and respect the code of honour;
- Follow the code of conduct;
- It's not as bad as it looks;
- Don't listen to prep teachers and what they say about Senior School;
- Don't panic.

14-Are there any other comments that you would like to make about your transition to Senior School, or about the transition programme in general?

- It is fun;
- The two weeks system at first is confusing but then it gets much better and easier;
- Have an open mind because everything is completely different;
- You need to have a suitable and balanced timetable;
- We could have a whole day in the Senior School and a whole school assembly during transition day;
- More enrichment;
- It took me a while longer than everyone else to adapt, but I'm happy now and I think that's all that really matters;
- Everything changes drastically from the prep to the senior, and I think school should go back to the 1 week timetable (with 35 min and 1h15 lessons) because it was really hard adapting from prep 5 to form 1, but adapting from form 1 to form 2 is even harder because of all the new changes that happened so quickly;
- The bridge or different moving times for different classes moving;
- I preferred the last timetable system;
- Be stricter with cyber bullying;
- The transition day is very different to the actual thing;
- Sometimes we have little time to arrive in lessons;
- As time progressed everything became easier;
- The first weeks weren't very easy at all. But the others week were very easy when I learned my timetable;
- Be stricter with cyber bullying / bullying in general.

Appendix Fourteen

Parents' Consent Form for Interview Stage

Dear Parents,

As you know already, I am currently carrying out some research for my doctoral studies with the University of Bath. The focus of the study is the transition from prep to senior school.

Thank you for giving consent earlier for your child to take part in the questionnaires about their transition experience. I would now like to know if I may interview your child regarding their experience and opinion on how their transition went between the two schools. In this way I will obtain valuable insight into the process, not only for my research, but also for the school.

When putting together the data and writing out my findings, I will observe the strictest confidentiality – neither the school nor the children will be named. As research collaborators in this study, you have a right to read about my findings as well as the transcripts of the interviews carried out.

You have the right to refuse permission for you or your child to participate in this research and I respect this. Please feel free to email me or come and chat with me about any queries you might have about this.

Thank you for your co-operation,

Chris Newton
Head of Form 1

I am happy to take part and give permission for my child to be interviewed for this research.

Signed _____ (parent / guardian)

Appendix Fifteen

Parent Questionnaire results

1. *As a parent I was given enough information about transferring into the Senior School.*

Response	Number of respondents	Percentage value
Strongly Agree	42	48
Agree	31	36
Disagree	2	2
Strongly Disagree	0	0
No Opinion	12	14

2. *My child really enjoyed the experience of having some lessons in Form 1 before the start of the new academic year.*

Response	Number of respondents	Percentage value
Strongly Agree	55	63
Agree	29	33
Disagree	0	0
Strongly Disagree	0	0
No Opinion	3	4

3. *My child is happy and has settled in well into Senior School.*

Response	Number of respondents	Percentage value
Strongly Agree	28	32
Agree	40	46
Disagree	2	2
Strongly Disagree	0	0
No Opinion	17	20

4. *I feel that my child is well supported by the tutor and the Head of Year.*

Response	Number of respondents	Percentage value
Strongly Agree	38	44

Agree	33	38
Disagree	1	1
Strongly Disagree	0	0
No Opinion	15	17

5. *I feel that I can easily make contact with the tutor or Head of Year if I have any concerns.*

Response	Number of respondents	Percentage value
Strongly Agree	41	47
Agree	35	40
Disagree	1	1
Strongly Disagree	0	0
No Opinion	10	12

6. *I found the Form 1 parents' information evening at the start of the academic year useful.*

Response	Number of respondents	Percentage value
Strongly Agree	33	39
Agree	29	34
Disagree	2	2
Strongly Disagree	0	0
No Opinion	23	27

Qualitative Question / Responses

7. *Is there anything else you would like to have known about before the start of the new year.*

More information about the grading system / expectation and amount of homework / how are subject sets decided? / more information about the end of year exams / more information about the recuperação (retest) system / how often will I get to meet with the tutor and subject teachers (is it easy to book a meeting?) / How the Brazilian studies is taught alongside Brazilian schools (will the children find it easy to change to a local Brazilian school?) / public exams for the future (IGCSE and IB) / how is bullying dealt with in the Senior School / are the Prep School and Senior School consistent regarding expectations? / How will the Head of Year and tutor guide my child through the transition? / Material needed for the first day of School / what time is my child expected to go to bed? / how can I help as a parent? / Do you think my child should have their own laptop or mobile phone? / what is the best way to communicate with the subject teacher (through email/ the diary/etc.?)

Appendix Sixteen

Evidence of Completed Student Questionnaires

Tasks

You have **295** Tasks displayed

Sort By: **Newest** Oldest

65 others: Please spend a few minutes to answer this questionnaire about your first year in the senior school.

SET 21/09/2016

PROGRESS

65 COMPLETED, 65 TOTAL

64 others: Please spend a few minutes to answer this questionnaire about moving to the senior school next year.

SET 21/09/2016

PROGRESS

64 COMPLETED, 64 TOTAL

61 others: Please spend a few minutes to answer this questionnaire about your move to the senior school.

SET 19/09/2016

PROGRESS

60 COMPLETED, 60 TOTAL

Edit Copy More Actions

Details

Progress

Title

Please spend a few minutes to answer this questionnaire about your first year in the senior school.

0 Marked 49 Completed

Set Date

Wed 21st September

Send Reminder

Mark Now

Due Date

Wed 12th October

☒ Send all feedback and marks for the task at the same time.

☐ Send feedback and marks as you add them.

Students

Student Names Erased for Confidentiality

Show to Parents

Yes

Show to Students

Yes

Appendix Seventeen

Questionnaire Break Down by Year Group

Prep 5 Questionnaire Break Down

How long does the transition process last (not an event)

P5.1 - Since when did you start thinking about your move to the senior school?

P5.5 - Have the prep teachers talked to you about any of the following things before going to the senior school?

P5.6 - Have teachers from the senior school ever visited your classes in the prep school?

Result of feelings towards transition based on experiences/environment (influences)

P5.4 - Can you give three words/statements that you felt about before moving to the senior school?

P5.8 - Overall, how do you feel about moving to the senior school?

P5.2 - Do you have older siblings (brother/sister) who are/were in the senior school? If yes, did they ever describe the senior school? Can you remember any things they had to say about it?

P5.3 Do you look forward to moving to senior school? If you replied yes or both, is there anything in particular you are looking forward to about going to senior school? If you replied no or both, is there anything in particular you are worried about?

P5.5 - Have the prep teachers talked to you about any of the following things before going to the senior school? a) having many more teachers in senior school b) lunch/break system c) having new subjects d) rewards and sanctions e) behaviour and discipline f) not being with the same pupils in all lessons g) changing classes between lessons h) other (please describe)

P5.6 - Have teachers from the senior school ever visited your classes in the prep school? If yes, what did they do? a) talk in an assembly b) talk to you on your own c) watch your class working d) teach your class e) other (please describe)

P5.9 - What in particular are you looking forward to in the senior school?

Social Interactions

P5.11 - In general, do you think the senior pupils are? a) very friendly? b) friendly? c) not friendly?

Academic

P5.10- Compared with the prep school, do you think that the teachers are a) more strict b) less strict c) about the same d) not sure

Recommendations

P5.12- Is there any other comment that you would like to make about your move to the Senior School next year?

Form 1 Questionnaire Break Down

How long does the transition process last (not an event)

F1.1 - Since when did you start thinking about your move to the senior school?

F1.4 - Were you present on any of the transition days?

F1.8 - Did your prep 5 teachers talk to you about any of the following things before you went to the senior school?

F1.9 - Did teachers from the senior school ever visit your classes in the prep school?

F1.10 - At the end of the prep school, did you feel prepared to move into the senior school?

F1.11- So far, have the senior school teachers/ pupils given you enough help in settling in?

F1.12- How do you feel now after having spent some time in the senior school?

F1.13- Overall, How are you settling in?

F1.16-How easy/difficult was it to get used to the following routines and expectations of the senior school? a) having many new teachers b) changing classes between lessons c) lunch system d) behaviour and discipline e) not being with the same pupils in all lessons

Result of feelings towards transition based on experiences/environment (influences)

F1.2 - Can you give three words/statements that you felt about before moving to the senior school?

F1.3 - Do you have older siblings who are/were in the senior school? If yes, did they ever describe the senior school? Can you remember any things they had to say about it?

F1.5 - If you were present during the transition days, what did you do there?

a) met Head of Year b) met other teachers c) met other senior pupils d) had 'taster' lessons e) saw other classes working (form 1, form 2, etc.) f) had a tour of the senior school g) was free to wander around h) enjoyed break period i) other (please describe)

F1.7 - When you were still in the prep school, did you look forward to moving to senior school? a) If yes, was there anything in particular you were looking forward to

about going to senior school? b) If not, was there anything in particular you were worried about?

F1.8 - Did your prep 5 teachers talk to you about any of the following things before you went to the senior school? Answer yes or no below: a) having many more teachers in senior school b) changing classes between lessons c) lunch/break system d) behaviour and discipline e) having new subjects f) not being with the same pupils in all lessons g) other (please describe)

F1.9 - Did teachers from the senior school ever visit your classes in the prep school? If yes, what did they do? a) talk in an assembly b) talk to you on your own c) watch your class working d) teach your class e) other (please describe)

F1.10 - At the end of the prep school, did you feel prepared to move into the senior school? If yes, who helped you and why?

Social Interactions

F1.5 - If you were present during the transition days, what did you do there?

a) met Head of Year b) met other teachers c) met other senior pupils d) had 'taster' lessons e) saw other classes working (form 1, form 2, etc.) f) had a tour of the senior school g) was free to wander around h) enjoyed break period i) other (please describe)

F1.6- Did you feel welcome in the senior school during this transition day? a) If you felt welcome, why did you think this was the case? b) If you did not feel welcome, why did you think this was the case?

F1.11- So far, have the senior school teachers/ pupils given you enough help in settling in? a) If you did have enough help, what things helped you? b) If you felt that you did not get enough help, what or who could have helped you more?

F1.14 - How do you feel in the following places? a) in the classroom b) in the corridors c) in the dining room queue d) in the dining room itself (eating) e) in the playground f) covered area g) field

F1.15- If you do not feel safe in any of the above settings, can you explain why?

F1.18- Overall do you think the older pupils are a)very friendly b) friendly c) not friendly d) not sure

Academic Achievement

F1.14 - How do you feel in the following places? a) in the classroom

F1.17- Compared with the prep school, do you think that the teachers are a) more strict b) less strict c) about the same

Recommendations

F1.19-What advice would you give to the next group of prep pupils moving up to the senior school?

F1.20-Are there any other comments that you would like to make about your transition to senior school, or about the transition programme in general?

Form 2 Questionnaire Break Down

How long does the transition process last (not an event)

F2.2- As far as you can recall, did your prep 5 teachers talk to you about any of the following things before you went to the senior school?

F2.3- At the end of the prep school, did you feel prepared to move into the senior school?

F2.4 In your first year in the senior school, have the senior school teachers/ tutors/ pupils given you enough help in settling in?

F2.5-How do you feel now after having spent a full academic year in the senior school?

F2.6- Overall, how do you feel you have been settling in?

F2.8 - How easy/difficult was it to get used to the following routines and expectations of the senior school? a) having many new teachers b) changing classes between lessons c) lunch system d) behaviour and discipline e) not being with the same pupils in all lessons

Result of feelings towards transition based on experiences/environment (influences)

F2.1 -When you were still in the prep school, did you look forward to moving to senior school? a) If yes, was there anything in particular you were looking forward to about going to senior school? b) If no, was there anything in particular you were worried about?

F2.2- As far as you can recall, did your prep 5 teachers talk to you about any of the following things before you went to the senior school? Answer yes or no below: a) having many more teachers in senior school b) changing classes between lessons c) lunch/break system d) behaviour and discipline e) having new subjects f) not being with the same pupils in all lessons g) other (please describe)

F2.3- At the end of the prep school, did you feel prepared to move into the senior school? If yes, who helped you and why?

F2.11- What in particular do you like about the senior school?

F2.12- What don't you like about the senior school?

Social Interactions

F2.4 -In your first year in the senior school, have the senior school teachers/ tutors/ pupils given you enough help in settling in? a) What sort of things helped you? b) If you felt that you did not get enough help, what or who could have helped you more?

F2.7a -How do you feel in the following places? a) in the classroom b) in the corridors c) in the dining room queue d) in the dining room itself (eating) e) in the playground f) covered area / field

F2.7b- If you do not feel safe in any of the above settings, can you explain why?

F2.10 Overall do you think the older pupils are a) very friendly b) friendly c) not friendly d) not sure

Academic

F2.7 How do you feel in the following places? a) in the classroom

F2.9- Compared with the prep school, do you think that the teachers are a) more strict b) less strict c) about the same

Recommendations

F2.13- What advice would you give to the form 1s and the next group of prep pupils moving up to the senior school?

F2.14- Are there any other comments that you would like to make about your transition to senior school, or about the transition programme in general?

F2.11- What in particular do you like about the senior school?

F2.12- What don't you like about the senior school?

Appendix Eighteen

Questionnaire Breakdown Across Three Year Groups

	Prep5	Form 1	Form 2
How long does the transition process last (not an event)	P5.1 - Since when did you start thinking about your move to the Senior School?	F1.1 - Since when did you start thinking about your move to the Senior School?	
		F1.4 - Were you present on any of the transition days?	
	P5.6 - Have teachers from the Senior School ever visited your classes in the Prep School?	F1.9 - Did teachers from the Senior School ever visit your classes in the Prep School?	
		F1.10 - At the end of the Prep School, did you feel prepared to move into the Senior School?	F2.3- At the end of the Prep School, did you feel prepared to move into the Senior School?
		F1.11- So far, have the Senior School teachers/ pupils given you enough help in settling in?	F2.4 In your first year in the Senior School, have the Senior School teachers/ tutors/ pupils given you enough help in settling in?
	P5.8 - Overall, how do you feel about moving to the Senior School?	F1.12- How do you feel now after having spent some time in the Senior School?	F2.5-How do you feel now after having spent a full academic year in the Senior School?
		F1.13- Overall, How are you settling in?	F2.6- Overall, how do you feel you have been settling in?
		F1.16-How easy/difficult was it to get used to the following routines and expectations of the Senior	F2.8 - How easy/difficult was it to get used to the following routines and

		School? a) having many new teachers b) changing classes between lessons c) lunch system d) behaviour and discipline e) not being with the same pupils in all lessons	expectations of the Senior School? a) having many new teachers b) changing classes between lessons c) lunch system d) behaviour and discipline e) not being with the same pupils in all lessons
Result of feelings towards transition based on experiences/ environment (influences)	P5.4 - Can you give three words/statements that you felt about before moving to the Senior School?	F1.2 - Can you give three words/statements that you felt about before moving to the Senior School?	
	P5.8 - Overall, how do you feel about moving to the Senior School?		
	P5.2 - Do you have older siblings (brother/sister) who are/were in the Senior School? If yes, did they ever describe the Senior School? Can you remember any things they had to say about it?	F1.3 - Do you have older siblings who are/were in the Senior School? If yes, did they ever describe the Senior School? Can you remember any things they had to say about it?	
		F1.5 - If you were present during the transition days, what did you do there? a) met Head of Year b) met other teachers c) met other Seniorpupils d) had 'taster' lessons e) saw other classes working (form 1, form 2, etc.) f) had a tour of the Senior School g) was free to wander around h) enjoyed break period i) other (please describe)	
	P5.3 Do you look forward to moving to Senior School? If you replied yes or both, is there anything in particular you are looking forward to about going to Senior School? If you replied no or both, is there anything in particular you are worried about? P5.9 - What in particular	F1.7 - When you were still in the Prep School, did you look forward to moving to Senior School? a) If yes, was there anything in particular you were looking forward to about going to Senior School? b) If not, was there anything in particular you were worried about?	F2.1 -When you were still in the Prep School, did you look forward to moving to Senior School? a) If yes, was there anything in particular you were looking forward to about going to Senior School? b) If no, was there anything in particular you were

	are you looking forward to in the Senior School?		worried about?
	P5.5 -Have the Preteachers talked to you about any of the following things before going to the Senior School? a) having many more teachers in Senior School b) lunch/break system c) having new subjects d) rewards and sanctions e) behaviour and discipline f) not being with the same pupils in all lessons g) changing classes between lessons h) other (please describe)	F1.8 - Did your Prep5 teachers talk to you about any of the following things before you went to the Senior School? Answer yes or no below: a) having many more teachers in Senior School b) changing classes between lessons c) lunch/break system d) behaviour and discipline e) having new subjects f) not being with the same pupils in all lessons g) other (please describe)	F2.2- As far as you can recall, did your Prep5 teachers talk to you about any of the following things before you went to the Senior School? Answer yes or no below: a) having many more teachers in Senior School b) changing classes between lessons c) lunch/break system d) behaviour and discipline e) having new subjects f) not being with the same pupils in all lessons g) other (please describe)
	P5.7 - Have teachers from the Senior School ever visited your classes in the Prep School? If yes, what did they do? a) talk in an assembly b) talk to you on your own c) watch your class working d) teach your class e) other (please describe)	F1.9 - Did teachers from the Senior School ever visit your classes in the Prep School? If yes, what did they do? a) talk in an assembly b) talk to you on your own c) watch your class working d) teach your class e) other (please describe)	
		F1.10 - At the end of the Prep School, did you feel prepared to move into the Senior School? If yes, who helped you and why?	F2.3- At the end of the Prep School, did you feel prepared to move into the Senior School? If yes, who helped you and why?
			F2.11- What in particular do you like about the Senior School?
			F2.12- What don't you like about the Senior School?
Social Interactions		F1.5 - If you were present during the transition days, what did you do there? a) met Head of Year b) met other teachers c) met other Senior pupils d) had 'taster' lessons e) saw other classes working	

		(form 1, form 2, etc.) f) had a tour of the Senior School g) was free to wander around h) enjoyed break period i) other (please describe)	
		F1.6- Did you feel welcome in the Senior School during this transition day? a) If you felt welcome, why did you think this was the case? b) If you did not feel welcome, why did you think this was the case?	
		F1.11- So far, have the Senior School teachers/ pupils given you enough help in settling in? a) If you did have enough help, what things helped you? b) If you felt that you did not get enough help, what or who could have helped you more?	F2.4 -In your first year in the Senior School, have the Senior School teachers/ tutors/ pupils given you enough help in settling in? a) What sort of things helped you? b) If you felt that you did not get enough help, what or who could have helped you more?
		F1.14 - How do you feel in the following places? a) in the classroom b) in the corridors c) in the dining room queue d) in the dining room itself (eating) e) in the playground f) covered area g) field	F2.7a -How do you feel in the following places? a) in the classroom b) in the corridors c) in the dining room queue d) in the dining room itself (eating) e) in the playground f) covered area / field
		F1.15- If you do not feel safe in any of the above settings, can you explain why?	F2.7b- If you do not feel safe in any of the above settings, can you explain why?
	P5.11 - In general, do you think the Senior pupils are? a) very friendly? b) friendly? c) not friendly?	F1.18- Overall do you think the older pupils are a) very friendly b) friendly c) not friendly d) not sure	F2.10 Overall do you think the older pupils are a) very friendly b) friendly c) not friendly d) not sure
Academic		F1.14 - How do you feel in the following places? a) in the classroom	F2.7 How do you feel in the following places? a) in the classroom
	P5.10- Compared with the Prep School, do you think that the teachers are a)	F1.17- Compared with the Prep School, do you think that the teachers are a)	F2.9- Compared with the Prep School, do you think that the teachers

	more strict b) less strict c) about the same d) not sure	more strict b) less strict c) about the same	are a) more strict b) less strict c) about the same
Recommendations		F1.19-What advice would you give to the next group of Prep pupils moving up to the Senior School?	F2.13- What advice would you give to the form 1s and the next group of Prep pupils moving up to the Senior School?
		F1.20-Are there any other comments that you would like to make about your transition to Senior School, or about the transition programme in general?	F2.14-Are there any other comments that you would like to make about your transition to Senior School, or about the transition programme in general?
	P5.12- Is there any other comment that you would like to make about your move to the Senior School next year?		
			F2.11- What in particular do you like about the Senior School?
			F2.12- What don't you like about the Senior School?

Appendix Nineteen

Letter To Parents About First Transition Meeting



FROM: CHRISTOPHER NEWTON

May, 2016

Dear Parents,

Firstly, I would like to introduce myself as the Head of Form 1. Together with the Form 1 team, I look forward to working with your son/daughter when they join the Senior School in August.

Mrs. Hughes and I have been working closely over the past few weeks to enable your child to have a smooth transition into the Senior School. I hope I can count on you as well to make this transition a positive experience. A strong partnership between all members of the St. Paul's community is essential to ensure that by the end of Form 1 pupils are fully integrated in what is a complex part of the School.

Next week Thursday and Friday, your child will be visiting the Senior School, together with their present tutor group, to help in their transition. They will have a chance to meet some of the Senior School subject teachers and experience some lessons given at Form 1 level; the purpose being, to make the Senior School more familiar to them and so ease the process.

Furthermore, you are invited to a presentation about the Senior School which will take place on **Tuesday, May 25th, from 8:30-9:30 in the Chapel**. This will be an opportunity to learn more about teaching and learning and life in the Senior School. There are some important differences in the academic approach and structure and Mr James Diver, the Director of Studies will, I hope, put your mind at rest and prepare you for these changes. You will also have the chance to ask questions and meet the heads of department for particular curriculum areas.

I look forward to seeing you all at the meeting and wish you the best of luck as you and your child continue into the Senior School. I look forward to working with you.

Yours Sincerely,

Mr. Christopher Newton
(Head of Form 1)

FUNDAÇÃO ANGLA BRASILEIRA DE EDUCAÇÃO E CULTURA DE SÃO PAULO
ESCOLA BRITÂNICA DE SÃO PAULO
Rua Juquía, 166 – Jardim Paulistano – CEP 01440-903 – São Paulo – SP – Brasil
Tel.: (5511) 3087-3399 – Fax: (5511) 3087-3398
E-mail: cn@stpauls.br

Appendix Twenty

Follow-Up Email To Parents About First Transition Meeting

May 27th, 2016

Dear Prep 5 parents,

Many thanks to those of you who attended the transition meeting on Tuesday, May 25th, at which we shared important information to help you prepare for your son or daughter's entry into the Senior School.

The presentation shared at the meeting can be found on the parent portal here:

<http://parentportal.stpauls.br/home-page-for-prep-school/parent-workshops-and-meetings/250516---p5-f1-transition-meeting>.

Please feel free to let me know if you have any questions, by emailing me at cn@stpauls.br

Kind regards,

Christopher Newton
Head of Form 1

Appendix Twenty-One

Presentation To Parents About First Transition Meeting



Welcome



- My Name is Mr. Christopher Newton.
- I will be Head of Form 1 next year and will ensure the smooth and successful transition of your children to the Senior School.
- The purpose of today's meeting: to outline our transition process and give you some essential information about the Senior School.

Transition This Week



- 'Taster Lessons' will be held next Thursday and Friday.
- Your children will be meeting some of the Form 1 teachers as well as their Head of Year.
- They will experience some of the lessons they will have in Form 1 – Science, English, Maths, Geography or History and an introduction to Brazilian Studies.
- The morning session will allow your children to get used to the 'feel' of the Senior School – and of course enjoy our Senior School lunch and break time!

Tutor Groups



- We will have 6 tutor groups, which will have around 14 pupils in each group.
- Tutees will see their tutor every morning for registration, where they will take part in planned activities to 'get them going' in the morning.
- They will also have an allocated Tutorial session once a week which will be centred around our PSHE programme.

Organisation and Presentation



- In the Senior School we aim to develop independence and encourage our pupils to learn how to organise themselves.
- You can help us to do this by encouraging your children to check their timetable for the day ahead and making sure they have their equipment.
- We strongly encourage the use of the diary as a means of organisation.

The most important
thing you can do as
parents?



**Please support us by encouraging
your children.**

- Your child may find it overwhelming in the first few weeks... **Keep encouraging them!**
- They may struggle with homework... **Keep encouraging them!**
- They may fall out with friends... **Keep encouraging them!**
- They might find the work, assessments and expectations challenging... **Keep encouraging them!**

The first few days in the Senior School



- Help your child feel relaxed by ensuring that they arrive at school with enough time to find their tutor room and get organised.
- Make sure that your child gets enough sleep.
- Your child will receive their diaries and timetables.
- Your child will receive a locker and a combination padlock.
- Your child will continue to use their school email account.
- Your child will receive a list of ECAs and should discuss their choices with you.

What to expect



- Do not be concerned if each set for a subject is doing a different topic. They will all complete the same curriculum.
- This also means that homework assignments could vary from one set to the next. Again, do not worry.
- Pupils in Form 1 will have a homework timetable to provide structure and balance.
- Pupils should read in both languages for 15-20 minutes each evening.

Communication and Parents' Evenings



- There will be 2 official Form 1 parents' evenings and a welcome evening
- If other meetings are required, please make appointments to see tutors and teachers.
- If you need to communicate with the School the first point of contact is with your child's tutor.
- The head of year can also be contacted but only unless the matter is of a serious nature (email: cn@stpauls.br)
- Pupils will receive three Grade Sheets and an End of Year Report
- Our aim is to make your child more responsible and independent in their learning, so encourage them to make the first move to solve problems.

How can I keep track of my child's progress?



- Ask them! They should have a good idea of how they are doing.
- Check their diaries.
- Read their reports and help set targets with them.
- Attend the parents' evenings.
- Regularly check the school bulletin (Paulean) and Firefly.
- If you have concerns, ask the tutor.

Key Dates



- Monday 1st August
Classes begin
- Monday 8th August, 5pm
F1 Parents' Welcome Evening
- October/November (*specific date to be confirmed*)
F1 Parents' Evening

Finally



- Thank you for coming today.
- Communication between school and home is a vital part of what we do and I appreciate your time.
- Your support makes all the difference – if school and home are consistent and work together, your child will be able to do better at school.
- I wish you and your children the best of luck for the coming academic year!

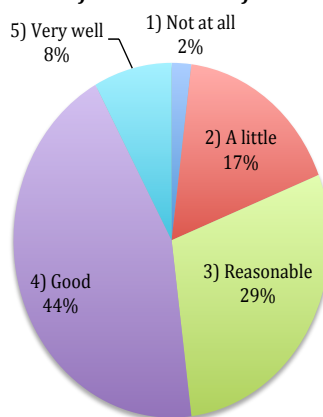
Appendix Twenty-Two

Teacher Questionnaire results

1) *On a scale from 1-5, how have you found the Form 1s generally in terms of their readiness for the Senior School ?*

Response	Number of respondents	Percentage value
1) Not at all	1	2
2) A little	7	17
3) Reasonable	12	29
4) Good	18	44
5) Very well	3	8
Total	41	100

On a scale from 1-5, how have you found the Form 1s generally in terms of their readiness for the Senior School ?



2) *If you have scored them less than 3, in what area in particular do you feel they need further preparation?*

- Organization skills / Being independent (3 comments similar to this);
- They need to think more independently (2 similar comments to this);
- Help with learning to ask less questions and think more independently;
- classroom routines;
- They need to be more autonomous. They are too dependent;
- Homework deadlines;
- Their spoken English is poorer than previous and their level of intellect is below what I am previous experienced, level of independence is also weak but this has been an issue before;
- following instructions;

- They should try to be better organized;
- Independence - both in terms of deciding which colour pens to use in lessons, getting to lessons on time with the correct equipment. Appropriate behaviour in lessons - no calling out, taking turns, persevering with more challenging tasks. This year especially, in transitions between tasks the Form 1s are very prone to chat and become distracted;
- Expectations and rules eg. putting their hands up;
- Showing greater maturity;
- To arrive for lessons ready to begin working. Not having to wait for the teacher to ask them to take out books etc. To have all learnt important writing skills such as PEE paragraphs. Some have, some haven't. Depends on teacher from the previous year;
- They need better organisation between lesson changeover. And after lunch and break, some are too slow to get to lessons especially after lunch;
- they need to raise their hand and be more polite;
- Need to work better as a team.

3. How have you found the Form 1s regarding the following aspects? responsibility regarding deadlines and homework a) coping with the increased expectations; b) independence vs needing lots of help to get on with work; c) being proactive in lessons; d) asking questions and clarifying their doubts; e) any other not mentioned here.

- I have found them very cooperative and hard working pupils. They may need to improve on their listening skills;
- In general, pupils come a bit immature to Form 1. Many of them are very dependent and need a lot of support to settle in the senior school life;
- Satisfactory all over;
- On the whole pretty good. Listening to each other, independence in terms of getting their things out / organised are areas for improvement;
- They are somewhat responsible but they need lots of help to get on with work. it is hard for them to work on their own and to be proactive;
- I have found them very cooperative and hard working pupils. They may need to improve on their listening skills;
- They appear to be very focused on getting things done properly and have high expectations of themselves. They lack independence which is to be expected and need to ask far too many questions which again, is not uncommon for F1;
- They are working well for me;
- Their homework has been good so far, especially considering the individuals I teach have had problems organizing themselves in previous years. I believe they have coped well so far and the main indicator of this is that they frequently ask questions and let me know if they didn't understand something. I receive in-class support twice a week and this has made a huge difference as some pupils struggle to engage with the work independently;
- They are an excellent group;
- Satisfactory overall;

- Am very pleased with their general progress;
- This group is capable to be proactive. They are very talkative, but engaged at the same time, talking about the subject. I think the expectations were a surprise for them... In my tutorial group AND in my class, which means 23 pupils, they told me they felt bad about the space - the ambience in the senior school seems to be more ugly, less familiar because the classrooms are not colored as in the prep and the furniture is also very old, which directly affects how they feel uncomfortable in the environment;
- a - d: all excellent Note that I teach Set 1, which seems to have several outstanding pupils;
- a) good in general b) hard at the beginning but as the days passed they have improved c) some are really good and got benes, but there is still room for improvement. d) in the pastoral side they are proactive;
- a. Good so far b. Good c. Satisfactory d. Good from a few of them - some are beginning to ask;
- a - some are not ready; c - as expected, lots of help required. Multiple questions etc;
- a) okay just one boy didn't hand it in. b) Okay, some have risen to the challenge others are struggling c) Very needy and needs constant reassurance d) too proactive;
- a. Satisfactory: there're a few students who only handed in their homework after the 24-hour limit (5/45); b. This is always a difficulty for Form 1. I do not see this group as a special case; c. They are very dependent on the teacher, especially to interpret the tasks that they are asked to do; d. They are very proactive during the lessons, but they have some difficulties to keep the focus on the theme;
- Although they are co-operative they are quite immature;
- a. Good so far b. Reasonable c. Poor d. Good from some - some are beginning to ask;
- a. N/A so far b. 4) c. 3) d. 4) e. 5) speaking English among themselves when planning work in Drama;
- a) No homework or deadlines so far b) most pupils seem to cope well c) most pupils seem quite independent d) a lot of questions have been asked;
- a. Too early to say b. Most are doing OK. But some are working very slowly c. Most are not independent learners. Want the answer. Not used to coming to their own conclusions. d. Too proactive. Need to try and work things out themselves and to finish work without coming to ask clarify that they are doing the right thing when they know they are;
- a. Good b. Reasonable c. Good d. Good from some - not all of them;
- They are good, but could be better if they could be more independent in the Prep School;
- a. good b. good. c. some need more help than others. But there is still 'should I use pen or pencil?' type questions. d. good e. none;
- Pretty good on the whole;
- Mostly good;
- Could be better;
- a) most are taking responsibility and doing a good job, but presentation and effort could be better. b) I feel my group is managing. c) there are a few who

need a lot of pushing, but most can get on and try if they are interested. d) Most do this well;

- a) Good b) Fine c) No complaints so far. d) Pupils seem proactive e) good;
- a) Good b) Fine - no complaints, punctuality and uniform generally good. c) Nobody has come forward with issues or complaints so far. d) Pupils seem proactive and haven't needed much support. e) One geography lesson had two classes in same room;
- a. Hardworking, but not organized. b. stressed out, over worried about exams and so forth. c. very low. virtually none in some cases/ d. engaged in lessons;
- They are working nicely at the start of Form 1;
- a - very good b - mixed c - mixed d - very good;
- generally satisfactory;
- working hard so far;
- a. Good, almost all of them hand in their homework on time. But sometimes, they did not try to do it, instead they just say: it was hard. b. c. They seem very dependent, but after a few minutes, they work independently quite well. d. Need to improve. e. all well.

4. *What areas do you think the Prep School could try and focus on more to help prepare the upcoming year group for this transition?*

- More focus on independence;
- I believe that they should start to follow a bit more the procedures of Form 1;
- Too early to judge (2 similar comments to this);
- Knowing what to do when they reach the end of a page in their exercise books;
- I think they should let the pupils work on their own so they could increase their level of autonomy;
- They are a very talkative group so this is something that the Prep could work on;
- Spelling Maths --> graphs;
- Developing independence would help but is really something that the Senior School can focus on. Over all I think the pupils arrive as they should;
- Independence. Perhaps a one question rule?;
- Stagger homework so they get used to organising themselves over a weekly cycle, give them the freedom to work things out, and more independence;
- Although it is early to say, they have made a promising start;
- Reading skills; 2. Abstraction ability; 3. Long writing skills;
- Their level of English is below satisfactory, they need to learn PEE paragraphs;
- I have heard my old tutor group say that there is too much 'scare mongering' that is done regarding transition;
- Independence and organisation?;
- The meeting at the beginning of the year with the Head of Prep was a massive help - this can be improved if we receive their reading levels etc.;
- Although talkative they are working very well with me;
- Early days, but they are very immature;

- There is a discrepancy in behaviour policies (senior school seems more strict with all detentions);
- More independence. One voice at a time. Consistent literacy skills;
- Working well;
- I think it would be amazing and less shocking to them if they could have some kind of 'taster day' in Senior School when they are at the end of Prep 5, something prepared together between the Head of Form 1 the Head of Prep School in order to help them to better deal with the expectation (something similar to IB taster day that Lower 6 experienced last year);
- They will need time to adjust to Senior School expectations - they are too immature at present;
- Independence / giving them a bit more responsibility;
- Personal presentation in class, I find Form 1 sometimes think its ok to take their shoes off in class, and get up and ask for help instead of putting up their hand;
- They need to be more independent in general;
- My group are quite immature;
- One thing that came up in our department meeting is that not all of the pupils have covered the same skills. For example, not all knew what PEE paragraphing were. Some had done this, others hadn't;
- Prep school could be stricter with homework and punctuality. Maybe a tour of secondary school with different departments would help. Increase homework in Prep 5 towards the end of the year to allow for expectations in secondary school. Be stricter in terms of talking during a test - you will get zero in secondary school. Bathroom breaks - generally not allowed in secondary;
- Independence 2. Language (too many mistakes, especially in Portuguese!!);
- I am enjoying my group;
- Being self sufficient;
- They need to be readier quicker;
- Generally a good start;
- Tests is something very traumatic to them. They should be more exposed to tests and tests procedures. Some of them have difficulty to read out loud and to understand basic vocabulary. Finally, they feel it is difficult to deal with their own notebook (they always ask what to do when the page is over, or to stop writing at the end of the page). They should do it more independently;
- I do believe they are doing well. Congratulations.